

Platt School Nursery

Maidstone Road, Sevenoaks, Kent, TN15 8JY

Inspection date

Previous inspection date

01/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff know children well and the key-person system is effective. As a result, children's individual needs are met well and children are happy and confident.
- Staff focus on children's interests and include them in planning so children make good progress from their starting points and capabilities.
- Children learn the importance of good personal hygiene and enjoy nutritious snacks and meals, encouraging them to adopt healthy lifestyles.
- Parents are very positive about the nursery staff and the quality of care and teaching they provide.
- The self-evaluation process is well developed and the leadership team support staff well to implement change, that has a positive effect on children's learning.

It is not yet outstanding because

- On occasion, younger children lose concentration, as they are not stimulated and interested with the available toys.
- Staff praise children well for their good behaviour but do not always clearly explain to them why certain behaviour is not welcome.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spoke with the registered person, manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector observed children engaged in activities indoors and in the outside area.
- The inspector sampled records and documentation relating to children's progress and development, safeguarding and staff suitability.
- The inspector and manager undertook a joint observation of an indoor activity.
- Five parents were interviewed and their views taken into account.

Inspector

Joanne Wade Barnett

Full report

Information about the setting

Platt School Nursery Limited re-registered in 2014. The nursery has sole use of a mobile classroom in the grounds of the village primary school. There is also separate office space. There is an enclosed outdoor play area attached to the nursery and children have regular use of the school playgrounds and the hall. The nursery operates from 8.45am to 3.15pm from Monday to Friday, during school term times. The nursery is registered on the Early Years Register. There are currently 23 children on roll in the early years age range. The nursery receives funding for the provision of free early education. The nursery currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language. Currently, six members of staff work with the children. Of these, four members of staff hold relevant National Vocational Qualifications at level 2 or above. The manager has a certificate in Early Years Practice and one member of staff has achieved Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide more age-appropriate resources for younger children to stimulate their learning and develop their concentration skills
- strengthen the support for children to learn to manage their own behaviour by routinely explaining why certain behaviour is unwanted.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how to meet the learning and development requirements. The nursery manager and staff plan and provide a wide range of interesting and challenging play experiences that meet the needs of the children attending. Staff effectively recognise and plan for children's early learning and they consistently use children's interests and levels of achievement to form these plans. This gives children a broad and balanced curriculum. Children can be very independent in their learning as staff are skilled at facilitating their ideas and supporting their interests. As a result, children make good progress in their learning. Staff share the children's assessment records with parents. They discuss with them the children's next steps in their development and learning, to ensure they are fully involved in their child's learning. Staff keep parents well informed about the life of the nursery by providing updates via the white board and through daily chats. They state they have seen their children make good progress while at the setting. The setting has implemented the progress checks for two-year-olds and all

documentation is in place. This identifies any areas where a child may need further support and the nursery is proactive at working with parents and securing support from outside agencies where necessary. Children are motivated and show enthusiasm as they play and learn. They move around the environment with ease, deciding where they want to play and with what. The nursery has recently taken younger children who generally have good opportunities to progress and develop. They play alongside older children and they particularly enjoy the wheeled toys in the outdoor area. Although at times, the resources do not always meet their age range and at times, children become uninterested in their activity. Children calmly focus on the sand play; they pour sand between containers and curiously look for hidden objects. They eagerly make marks with chalks and spend time on the chalkboard or on the play ground floor making chalk patterns. Throughout children's play, staff talk to them about size and shape developing their mathematical skills. There are good opportunities for children to develop a love of books. They independently select and look through books and enjoy story time and singing sessions. They enjoy the use of prompts, which enhances children's listening skills, curiosity and enjoyment of books. Overall, children are showing good levels of concentration and interest in all that they do. Consequently, they are acquiring the skills they need to move on successfully in their learning and eventually to school.

The contribution of the early years provision to the well-being of children

Children feel safe, secure and valued in the setting due to the effective key-person system in place. Staff demonstrate a good understanding about the importance of attachment and work in partnership with the parents to help children to settle. Each child is able to follow a process that is suitable for them and their parents to ensure they feel comfortable and safe. Good information is obtained from the parents to enable the key person to begin to plan activities to interest the child. Children approach their key person for security or reassurance, demonstrating how secure they feel, especially when new to the setting. Children understand good hygiene routines and are encouraged to wash their hands after using the toilet and before eating snack. Staff foster children's health as the nursery provides a choice of healthy snacks for the children such as bananas, oranges and bread sticks. Water is available throughout the day and children are eager to help themselves, encouraging good independent skills. Staff act as good role models and offer a lot of praise and positive reinforcement to recognise children's efforts and achievements. However, on the odd occasion, when children behave inappropriately staff gently advise them to stop but do not always clearly explain why. This does not fully support children in learning how to manage their own behaviour. Staff provide a safe environment for children to play in. They carry out a comprehensive risk assessment, which they support by using daily checklists. Consequently, staff identify and record any new hazards to ensure swift action is taken to minimise the hazard. Staff support children in their understanding about keeping themselves safe. For example, when they go to play in the school play ground, staff remind them not to run and to hold hand rails when going down the stairs. Staff remind children not to throw toys as they might break or hurt someone. Therefore, they learn about risks and hazards and develop an awareness of consequences.

The effectiveness of the leadership and management of the early years provision

The nursery management and staff meet all the requirements of the Early Years Foundation Stage. Staff are clear about their roles and responsibilities and they fully understand the safeguarding and child protection policies. They take positive steps to safeguard children's welfare and have good knowledge of how to keep children safe including the procedures to follow if they had a concern. The manager supports staff through annual appraisals and regular meetings. She reviews and discusses practice and supports them with their ongoing professional development. Recruitment and vetting procedures are detailed to check that staff are suitable to work with children. The manager demonstrates a committed approach to improving opportunities for the children. She has development plans in place and works closely with the staff team to address areas where improvement is needed, so to raise standards in the nursery. The nursery has undertaken a self-evaluation process, which they review to ensure the parents and staff contributes to the document. In addition, the manager seeks additional support from the local authority improvement partner to support their implementation of the educational programmes, enabling good continuous improvement. Parents are enthusiastic about the provision and describe staff as very easy to approach, saying how 'great support' is offered, 'there is a happy atmosphere' and how pleased they are with their child's progress. Parents are familiar with their children's development as they receive regular verbal feedback from staff as well as written reports. Staff engage parents in supporting their child's learning at home and contributing to the assessment processes. The nursery has formed very good links with the school and the reception teacher often visits those children who will be starting school. The nursery has good links with outside agencies in order to provide additional care for the children through a joint approach. As a result, staff identify, support and enhance children's needs with the good measures in place for sharing information.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY468713
Local authority	Kent
Inspection number	951366
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	23
Name of provider	Platt School Nursery Limited
Date of previous inspection	not applicable
Telephone number	01732886600

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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