

Abbeyfields Day Nursery

32 Whitstable Road, Faversham, Kent, ME13 8DL

Inspection date	30/07/2014
Previous inspection date	15/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Recent and robust self-evaluation has accurately identified the areas within the nursery which need to be improved and prompt and appropriate action is being taken to achieve this.
- Staff interaction with children throughout the nursery is positive, helping children to form strong, secure bonds.
- Children are becoming independent learners as they benefit from a lot of freedom to explore their environments and choose the games they want to play.
- The care of babies is a particular strength within the nursery.

It is not yet good because

- The nursery does not have sufficiently effective arrangements to complete the required progress checks for two-year-old children.
- Until very recently leadership arrangements within the nursery have not been effective resulting in a number of requirements not being met, although the majority of these have since been addressed.
- Although there is some good quality teaching taking place a lack of precision in monitoring means that staff are unable to monitor that each child is progressing equally well in all areas.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas of the nursery.
- The inspector spoke with the provider, the manager, staff and children during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector completed a joint observation with the manager during the inspection.
- The inspector viewed a range of documentation including policies and children's developmental records.

Inspector

Liz Caluori

Full report

Information about the setting

Abbeyfields Day Nursery registered in 1985 and is privately owned. It operates from a converted house in Faversham, Kent. Children have access to three playrooms, including a single-storey baby unit in the rear garden area. There are separate kitchen, toilet, office and staff facilities. Children also have access to an enclosed outdoor play area. There is a ramp to access the ground floor of the house and there are internal stairs to the first and second floors. The nursery is open each weekday from 7.30am until 6.30pm, all year round.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 53 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged three and four. The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of staff to work with the children, of whom 10 hold appropriate early years qualifications at levels 2 and 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide parents and/or carers of children who are aged between two and three with a short written summary of their child's development in the prime areas to identify the strengths and any areas where the child's progress is less than expected.

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

- strengthen the arrangements for the provider to monitor practices within the nursery to improve the quality of the provision for children
- develop further the assessment arrangements to more precisely identify the rate at which children are progressing so that staff can ensure they are offering sufficient challenge in all areas of learning.

Inspection judgements

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

The nursery provides children with activities which cover all areas of their learning both indoors and in the outdoor play area. There is some significant strength in the quality of staff's interaction with children. When working directly with the children all staff know how to engage their attention and they extend their learning and enjoyment well. However, overall, assessment and planning systems are not effective. They are not updated regularly by staff and are not sufficiently precise to monitor the rate that children develop at or to support planning for their future learning. This means that staff are not currently able to ensure that they are offering each child the appropriate amount of challenge in all areas. In addition, the nursery is not providing all parents with the required progress check when their child is two-years-old. These issues have all recently been identified for urgent improvement by the nursery.

Children have fun and are becoming independent in their learning as they choose the activities they want to take part in. Staff working with the babies are effective in promoting their language. They do this by talking to them a great deal and using repetition and clear naming words to refer to objects and actions. As a result, these children are becoming confident to practise speaking. Older children engage in a lot of lively and interesting conversations with their friends and with staff.

All children play outside several times each day and enjoy active games which promote their physical development. Babies also have furniture and equipment in their group room to encourage them to pull themselves up and practise crawling and walking. In addition, during term time children benefit from regular adult-led dance activities. Role-play games are popular with older children and staff support these well, helping children to explore their own ideas. There is also a range of activities which help children to learn about the natural world including visiting the nursery allotment and caring for fish in each group room.

The newly recruited manager has recognised previous weaknesses in the support for children with special educational needs and/or disabilities. She has taken prompt and effective action to address this. As a result, she is now beginning to effectively liaise with parents and other professionals to provide coordinated care. The manager has also begun to implement improvements to the provision for children who speak English as an additional language. Staff use some sign language to help communicate with children. In addition, older children are beginning to learn some French words to help them to understand the skills it takes to speak more than one language.

The manager has been working hard to improve partnership working with parents as, in the recent past, this has not been effective. As part of the forthcoming review of planning and assessment arrangements she is increasing the focus on gaining parents' input to support their children's learning.

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

Children develop a strong sense of security and belonging in the nursery. They form trusting bonds with their key person and respond positively to all staff. Each key person ensures that their key children are happy, engaged and that their care needs are met. Children receive appropriate opportunities to take some managed risks in a safe environment. Staff supervise them well and offer advice to help children learn how to keep themselves safe. For example, they teach them to be cautious when closing cupboard doors to avoid trapping their fingers.

Children behave very well and are developing good social skills. Staff act as good role models as they are calm, patient and use humour very effectively to encourage children to follow instructions. This results in a friendly, positive atmosphere. Staff place strong focus on promoting children's health. The nursery is very clean and staff in all rooms maintain hygiene well throughout the day. They teach children about the importance of good self-care. All children, including those in the baby room, understand the routines of washing their hands before sitting down to eat. Older children also develop good independence in their toileting. Children enjoy nutritious snacks and meals that reflect their individual dietary requirements. Meal times are very sociable occasions during which children also learn how to feed themselves and pour their own drinks.

Children play with a good range of well-maintained resources both in their group rooms and outdoors. The majority of these are stored at a low level so that children can select items independently. The quality and diversity of the toys effectively enhances children's learning and enjoyment. For example, babies had great fun playing with shredded paper and confidently experimented with toys which make sounds and change as they moved buttons and knobs. This allowed them to learn through exploration. Older children used items such as toy food to extend their role-play game and, with the support of staff, learnt about a variety of foods items such as avocados.

The confidence and independence that children achieve prepares them emotionally for their move to school. The new manager is actively engaging with staff at local schools and parents to share information about individual children to ensure that they understand their specific needs. Staff give good consideration to the emotional well-being of children as they progress through the nursery. For example, there is a settling period of at least two weeks for babies who are moving into the toddler room. During this time they spend some time each day, supported by their key person, visiting the toddler room. In addition, they move out of cots in the baby room and start to sleep on mats so that they are not faced with too much change at one time.

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

This inspection took place following concerns received by Ofsted regarding several aspects of the nursery provision. These arose from two complaints and a notification from the provider. The complaints related to staffing ratios within the nursery, the lack of effective

assessment and one issue relating to security of the premises. In addition, the provider contacted Ofsted to advise that she has recently become aware of a number of significant weaknesses in the quality of the nursery provision. These include the issues covered in the complaints as well as the arrangements relating to accidents and to the procedures for responding to complaints.

During the inspection it was made clear by the management team that, until very recently, ratios were not being met and assessments records were not being completed. It was confirmed that there have previously been incidents where accident records have not been accurate. In addition, there has been at least one occasion where a complaint received from a parent was not dealt with effectively and was not passed to the provider. As a result, the nursery has recently been failing to meet the requirements in relation to ratios, assessment, complaints and accident or injury. The failure to prevent these breaches from occurring indicates a significant deficiency in the monitoring of the nursery by the provider. This is, in itself, a breach of the requirements. However, in the weeks since becoming aware of these issues the provider has recruited a new manager and together they have taken prompt and effective action to address all of these issues. As a result, the nursery is now meeting all requirements other than requirement to complete progress checks for two-year-old children.

The manager has undertaken a thorough and exhaustive evaluation of all aspects of the services within the nursery. This includes a full audit of staff training and a review of children's developmental records. She has very effectively prioritised actions to be taken to make improvements and those completed to date are already having significant impact. A complete review of staffing arrangements means that ratios are now met in full at all times and staff are deployed well. In addition, new accident reporting procedures are in place and the manager has been responding appropriately to complaints. The provider and manager have been making effective use of support from the local authority advisors. These arrangements are very new and rely largely on the skill of the newly appointed manager. Therefore their sustainability cannot be determined. However, the staff team express a clear commitment to supporting the new manager and are rallying well to implement changes. The provider, having previously been an infrequent visitor to the nursery, has begun to visit on a weekly basis. There are plans for the manager to compile regular monitoring reports for the provider but this arrangement is not yet in operation.

The provider and manager are aware of their responsibility to promote children's learning and development. They are working with staff to swiftly update records for children who are leaving for school but have not yet begun to review the assessment and planning arrangements throughout the rest of the nursery. There is a newly introduced programme of staff supervisions to help provide consistency of care and to promote professional development.

The manager takes the lead responsibility for safeguarding in the nursery. She is fully aware of the procedure to follow should concerns arise about any child or to respond to an allegation against a member of staff. She has also implemented robust recruitment procedures and processed outstanding suitability checks for existing staff. During her evaluation, the manager identified a need to update the knowledge of the staff team in relation to safeguarding. Following intensive in-house training staff now demonstrate a

thorough understanding of the potential indicators that there may be a concern and the correct procedures to follow to help to keep children safe. The safety precautions within the nursery are effective. The front and rear entrances are secure and there are appropriate risk assessments in place to identify and address any potential hazards.

The manager fully recognises the importance of working with parents to understand and meet children's needs and is taking action to achieve this. Similarly, work is taking place to enhance relationships with other early years providers to provide consistency where care of children is shared.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	126949
Local authority	Kent
Inspection number	983723
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	79
Number of children on roll	53
Name of provider	Abbeyfields Day Nursery Limited
Date of previous inspection	15/08/2013
Telephone number	01795 591088

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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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