

# Brompton Day Nursery

Khartoum Road, Gillingham, Kent, ME7 5AX

<b>Inspection date</b>	31/07/2014
Previous inspection date	09/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 develop good relationships with the children to help to ensure they are happy and emotionally settled at the nursery.
- The children demonstrate their inquisitive natures because staff provide a wide range of good quality, interesting toys and activities to help each child make good progress in their learning and development.
- Staff give children's well-being and safety high priority by using effective procedures to ensure children can move freely around the nursery safely.
- Staff use good strategies to teach children how to manage their own behaviour so they learn to work together to solve problems and share rewards.

### It is not yet outstanding because

- The staff do not effectively use words to introduce children to concepts such as weight, measure and volume, especially during children's water play and similar activities to extend their mathematical development.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The Inspector sampled a variety of paperwork including the nursery's safeguarding policy and procedures.
- The Inspector talked to managers, staff and children.
- The Inspector observed the interaction between staff and children indoors and outside.
- The Inspector carried out a joint observation with the manager in the baby room.

## Inspector

Linda Coccia

## Full report

### Information about the setting

Brompton Day Nursery registered under its current ownership in 2014. It is owned by Busy Bees Ltd trading as Kinder Nurseries Ltd. It operates from a detached building in Brompton, in Gillingham, Kent. The nursery comprises eight playrooms and separate staff facilities. There are separate kitchen and toilet facilities. Children use five enclosed outdoor play areas. The nursery is registered on the Early Years Register.

There are currently 75 children on roll, aged between three months and under five years. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery opens each weekday from 7am until 6pm all year round. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 27 members of staff who work with the children, including the managers. Of these, 23 hold recognised early years qualifications at National Vocation Qualification level 2 or above. The two managers hold 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:

- increase the use of language relating to weight, volume and measurement during children's activities to extend their understanding of mathematical concepts.

### Inspection judgements

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

The nursery meets the needs of the children consistently to a good level. The staff know their key children exceptionally well and are proficient in accurately assessing their skills and abilities. Consequently they support their key children to make strong progress in all areas of learning. They effectively encourage the children to investigate and explore activities and think for themselves. Children demonstrate some of the characteristics of effective learning because staff provide a good selection of equipment to get children thinking and using their imaginations. The staff's teaching has a good impact on children's learning and progress, including those children who are not making progress at expected levels of development.

Children used different sized pipes and blocks to make water flumes in the garden. They figured out for themselves why water does not flow if there is a gap in the pipes or the pipes rise and fall too much. Children worked together to make the flumes and gave each other high fives when they had solved the problem, showing pride in their achievements.

The two- and three-year-olds used the outside quiet area to explore books and listen to stories, helping to develop their literacy skills. They animatedly joined in with repeated sentences and are becoming proficient in counting different pictures and making letter sounds. Staff provide a good selection of writing materials within the activities to enable children to make marks about their discoveries or make shopping lists 'like mummy'.

The babies enjoyed close play with staff using stacking shapes. They investigated how to put the different shapes on the sticks while staff named the shapes and commented on the different sizes and numbers. However, staff do not regularly include discussions about mathematical concepts such as measurement, weight and volume concepts with the children, especially with the older ones. Consequently children do not always have good opportunities to increase their use of mathematical language in their play.

Children learn to recognise their bodies' needs as they become proficient in managing their own toileting and hygiene needs. They use the outside drinking stations as they play and wear sun hats and sun cream. This shows children regularly use the nursery's healthy living procedures. Children develop their social skills as they spend time in their key groups talking about each other and their families.

Children play with a good range of different technical toys such as using the computer, discovering how a light box works and creating their own transparencies. They use remote-control cars as well as push-button musical toys, tills, calculators and torches. These give them a good understanding of the world and how to operate technology equipment. The staff provide many opportunities for children to investigate different craft mediums and teach them to use their own imaginations to express their creativity. Children like the feel of mud as they make mud pies, experience the different textures of wet and dry sand as well using paint and glue to make creations to take home to their parents.

Staff use good procedures to help children acquire the appropriate skills needed for transitions in their learning; not only for the moves the children make to the different rooms within the nursery but also for their moves to school. The staff have very good liaisons with local schools whose teachers visit the children in the nursery. Staff ensure children are proficient in self-care routines, can listen to instructions and socialise with others, and have the skills in basic mathematics and writing. Therefore, the staff's practice has a good impact on the children because they are emotionally ready for changes in their learning.

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

The staff are very effective in helping children feel safe and secure at the nursery. The children move freely about choosing their own toys and activities and making up their own games. All the children including the babies smile and laugh with staff as they play. Babies offer staff voluntary hugs and all the children demonstrate attachments to the staff caring for them. This is due to the impact of the good key-person and buddy systems that are in place. All of the children interact very well with visitors and the older children show their

inquisitive nature as they ask questions about what the visitors are doing. This shows that the staff's practice has a good impact on the children enabling them to show their confidence and emotional security within the nursery.

The staff use consistent and positive procedures to teach children about good behaviour. As a result children learn to consider each other's feelings, share their toys and work together to achieve a desired goal. For example, children worked together to build a water flume in the garden. The staff discuss behaviour with the children should the need arise to help them learn about boundaries and expectations. The staff use good strategies to help children to behave well; giving children positive reinforcement for their good behaviour and using distraction with the younger children. This means that children learn to manage their own behaviour and develop good personal and social skills.

Children have a healthy lifestyle at the nursery. Staff provide children with nutritious snacks which they prepare on the premises. Lunchtime meals meet the individual dietary needs of the children. A recognised food company delivers the meals to the nursery while some children eat lunches packed by their parents. Staff discuss the contents of lunch boxes with parents to ensure a healthy content to support the children's health. The children learn to proficiently follow the nursery's good hygiene procedures as they wash their hands to prepare for meal times or to participate in food activities. Children have plenty of opportunities for physical play activities both indoors and outside. Each age group has their own outdoor play area with good quality equipment and activities suitable for their age ranges. The older children are also able to access the adventure area where the exciting outdoor equipment enables them to challenge their abilities and helps to them to develop their skills further. The investigation area suits the children from two years upwards and allows them scope to investigate nature and experience messy play activities outside. Therefore, children learn about healthy living through purposeful play experiences.

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

The nursery is organised in a very proficient manner, with staff well deployed and supervised closely to keep children safe. The managers receive good support from the organisation's regional director and the development manager to meet the needs of children and improve. The nursery has an effective staff team who work closely together to ensure children have a good experience and make good progress. The nursery is undergoing a period of transition and has recently adopted the Busy Bees' safeguarding policies and procedures. These help management to ensure that all staff are suitable to work with children through the use of rigorous and robust recruitment procedures.

All staff hold an enhanced disclosure issued by either the Criminal Records Bureau or the Disclosure and Barring Service. The managers ensure staff understand the nursery's internal safeguarding procedures in order to keep children safe. For example supervising children at all times and carrying out regular risk assessments on the premises, toys and equipment. Therefore, children are safe, well cared for and secure.

The organisation has good procedures to ensure that all staff are able to pursue their professional development by attending either internal workshops or external qualification training. Children benefit from the staff's very good knowledge and expertise in meeting the learning and development requirements. Managers ensure that they monitor staff performance in delivering the learning and development requirements. Managers offer regular supervision sessions to staff, conduct staff observations and facilitate staff meetings. These have a good impact on helping children make good progress towards the early learning goals. Managers also use good procedures to monitor the progress of different groups of children, including the progress of those children who are not developing as expected and need additional input. The managers and staff effectively liaise and work with other health and education professionals to support children and to help them close any gaps in their learning.

Staff are regularly involved in reviewing and evaluating their practice to improve the activities for the children. Children also have a voice in making suggestions about improvements. For example by suggesting activities and requesting new toys. The manager makes herself available to parents every day which has resulted in parents being much more open with their views and suggestions, especially concerning the care needs of their children. For example, parents are involved in considering the procedures for children who bite and those who need potty training and extra support for walking. This ensures that children receive good consistent care.

### **The Childcare Register**

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

The requirements for the voluntary 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

<b>Unique reference number</b>	EY408017
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	983753
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	111
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Kinder Nurseries Ltd
<b>Date of previous inspection</b>	09/10/2013
<b>Telephone number</b>	01634 840 800

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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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