

Springles

Axstane House, Hever Road, West Kingsdown, Sevenoaks, Kent, TN15 6HD

Inspection date	19/09/2014
Previous inspection date	06/08/2009

The quality and standards of the early years provision	This inspection:	
	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

- Strong relationships with parents results in useful information sharing about child's learning at home. This helps staff to fully understand children's abilities and plan for their future learning.
- Good key person arrangements effectively promote children's well-being and independence.
- Children make good progress in their communication and language as a result of the skilful support of staff.
- The planned activities provide challenging and motivating experiences that meet the needs of the children.

It is not yet outstanding because

- The uninspiring presentation of book does not promote children's literacy well as they do not often choose to look books in their freely chosen play.
- The nursery lacks of information technology and communication resources means that children do not receive any significant support to develop skills in this area.

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 observed a range of activities in all areas and at different times throughout the inspection.
- The Inspector had discussions with parents, practitioners and the manager.
- The inspector reviewed select pieces of documentation to gather information.
- The Inspector carried out a joint observation with the manager, observing practice and interactions with children.

Inspector

Anna Fisk

Full report

Information about the setting

Springles registered in 2003. It is privately owned and managed nursery operating from five rooms in a single storey building in West Kingsdown, Kent. The nursery is registered on the Early Years Register. It opens each weekday from 7am to 7pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 42 children on roll. The nursery supports children with learning difficulties and/or physical disabilities and children who speak English as an additional language. The nursery employs eight members of staff. All the staff, including the two directors hold appropriate early years qualifications. The nursery manager has achieved Early Years Professional Status. The nursery receives funding for the provision of free early education for children aged two, three and four.

What the setting needs to do to improve further

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

- extend children's interest in books by creating more opportunities for reading

- enhance support for children to develop their experience of information and communication technology.

Inspection judgements

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

The quality of teaching throughout the nursery is good and, as a result, children progress well. The educational programmes provide interesting and challenging experiences, based on children's interests. Staff obtain information from parents about children's abilities and interests when they first join. This helps them determine the starting points in their learning. They continue to share information effectively without parents throughout their child's time at the nursery. They also undertake observations and accurately monitor children's progress, regularly setting suitably challenging learning goals.

Staff are particularly successful in supporting children to develop their language skills. Those working with babies support their developing communication by clearly naming objects and describing what they are doing. This helps the youngest children to link meaning to words. A member of staff was observed listening with interest as a child told her about finding tadpoles. The staff member skilfully engaged the child in a conversation by effectively using open ended questions. Exchanges of this kind can be seen throughout the nursery, often involving groups of children all keen to contribute their views and experiences. This supports their social skills as well as their feelings of involvement and

self-esteem.

Children also make good progress in their physical development. The garden has a variety of challenging equipment for them to explore. They stretch their bodies, climb, jump and roll with coordination and control. They also enjoy operating a wheelbarrow, which they patiently fill, move and empty. The children are clearly interested in their play. They are eager learners and remain focussed on activities for considerable lengths of time. For example, a small group maintain an interest in insects for the entire morning as a result of the encouragement and enthusiasm of staff.

Staff competently support children's mathematical understanding through both planned and spontaneous play. For example, they count with children and introduce language to reflect size, shape and measure including 'long' and 'heavy'. The children enjoy a range of activities and resources which promote most areas of their learning very well. However, there is little information and communication technology available for children to explore. As a result, they do not generally develop their skills in this area. The provision of books is also less effective than other resources in the nursery. This does not inspire children to practice reading in their free play.

Children are able to move around the building and often spend time in each other's rooms. This creates a communal, family atmosphere and makes it less stressful for them when they move up through the nursery. The garden encircles the building and staff often use this facility to allow different age groups to play together, creating further learning opportunities for the children. This approach creates a very sociable learning environment.

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

Good key person arrangements mean that children's needs are fully understood by the staff who spend the most time with them. Staff effectively promote the emotional well-being of all children but are particularly sensitive to the needs of children who are settling in. They spend a lot of time with new children, getting to understand their personalities and interests, and helping them to develop a sense of security. Each key person also takes the lead in communicating with the parents of their key children. This enables them to gain a clear understanding of children's routines and to agree how these will be accommodated. Children enjoy their time at the nursery and form positive, trusting relationships with staff. This has a very positive impact on children's self-esteem and confidence.

The nursery environment is welcoming. Children are friendly and behave very well. Staff treat each other with respect and model good behaviour and politeness in front of children. They offer appropriate support and guidance for children to learn how to treat others and to resolve disagreements. Staff talk to each other about the deployment of their small staff team to ensure that they are able to respond to the interests and needs of children throughout the day.

Staff recognise the importance of helping children to develop skills to keep themselves and

others safe. They provide activities and experiences which allow children to take some carefully managed risks. For example, in the garden they encourage children to explore their own capabilities as they climb. Children also experiment with lifting each other in the wheelbarrow. Staff give some direction and guidance but allow children to make their own decisions in a safe environment.

Staff help children to understand the importance of adopting healthy life styles. They speak to them about the benefits of regular physical exercise. They are also very supportive of children's independence during times of personal care. At lunch time they encourage children to serve themselves and pour their own drinks, and praise their efforts and achievements.

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

The leadership and management of the nursery is good. Robust arrangements are in place to keep children safe. Effective risk assessment includes daily safety checks in each room and ongoing vigilance by all staff. Issues which arise are dealt with swiftly ensuring children's safety is considered at all times. Recruitment procedures are appropriate. The manager takes lead responsibility for child protection and has attended training for this role. She is aware of the procedures to follow if concerns arise about the welfare of any child or if an allegation is made against a member of staff. All staff display a clear understanding of their individual responsibilities to keep children safe. They are aware of the safeguarding policies and know how to report any concerns or queries around child protection.

The recently appointed manager is refining and improving systems in order to more fully support staff and to continually improve outcomes for children. She holds regular meetings with staff in their room groups and also conducts individual supervisions which focus on performance and professional development. The manager encourages parents to share their views and has recently introduced daily diaries for the babies as a result of the feedback from parent questionnaires.

The manager monitors the success of educational programmes to ensure these are effective in supporting children's learning and development. She does this by checking developmental records and holding regular discussions with parents and key persons. She also monitors the outcomes of the progress checks completed for two-year-old children. This helps her to identify and target any individual children, or groups of children, who may need additional support. Effective arrangements are in place to work with other professionals, where this is appropriate, to fully meet children's individual care and learning needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY256535
Local authority	Kent
Inspection number	837213
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	54
Name of provider	Springles LTD
Date of previous inspection	06/08/2009
Telephone number	01474 852225

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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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