

Activeplay Nursery

London House, 10-14 High Street, Milton Regis, Sittingbourne, Kent, ME10 2AB

Inspection date	07/10/2014
Previous inspection date	09/02/2009

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

- The leadership and management team is strong. Rigorous monitoring systems and accurate self-reflection promotes continuous improvement well.
- Settling in arrangements are highly effective. Staff gather good information from parents to support children's emotional well-being when they first start.
- There is a well-developed key person approach, with good procedures to support new children starting at the nursery, when they change rooms and when they move to school.
- Staff safeguard children well in the nursery through robust recruitment, clear procedures and effective monitoring.

It is not yet outstanding because

- Presentation of resources does not always encourage children to explore independently.
- There are minor inconsistencies in support for older children to take responsibility for resolving their own disputes.

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 children's play and staff's interactions with children throughout the nursery.
- The inspector reviewed a number of policies and procedures including those relating to safeguarding and risk assessments together with the children's records.
- The inspector held a meeting with the owner and manager.
- The inspector took account of the views of parents through individual short discussions.
- The inspector undertook a joint observation with the manager.

Inspector

Maxine Ansell

Full report

Information about the setting

Activeplay Nursery opened in 2003 and operates from 10 rooms in a converted house. It is situated in Milton Regis, Sittingbourne, Kent. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. The nursery is in receipt of funding for early education for two-, three- and four-year-olds. All children share access to a secure enclosed outdoor play area. The premises are not suitable for wheelchair users. This provision is registered on the Early Years Register. There are currently 55 children attending who are within the Early Years Foundation Stage (EYFS). Some children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities and can also supports children who speak English as an additional language. The nursery employs 14 staff and of these four hold graduate degrees and seven hold NVQ Level 3 or above.

What the setting needs to do to improve further

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

- review the presentation of resources to allow children to fully explore and all the resources in the environment to extend their freely chosen play

- offer more consistent support for older children to resolve their own disputes.

Inspection judgements

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

Staff get to know the children well and this enables them to promote children's learning and development effectively. This process starts when the staff engage parents in their children's learning at settling visits. They gather observations and information about the children's individual development and use this as a starting point when the children first start at the nursery. Therefore, children are able to make good progress in their learning and development from the start. Staff use a comprehensive system of observations, assessment and planning to identify and show children's progress. This recording system ensures that staff are in a good position to complete the progress check for two-year-old children.

Children experience a good range of activities both indoors and outdoors to cover all areas of learning. Children play with resources appropriate to their age and stage of development. However, in some rooms, some of these resources are not at the children's level. This restricts children's opportunities to follow up their interests and promote independence.

Staff support all the children to make good use of the well-resourced outdoor play area, promoting their large physical development well. They can develop their spatial awareness by crawling up, over and through the climbing frame and the children use stepping stones to promote their balance. Staff support children to develop their problem solving skills by encouraging the children to link the stepping stones together in a restrict area. They ask 'Is there room for this piece at that end?' Children have good opportunities to use natural resources, such as sand and water in purpose built trays. Staff develop the younger children's language during their play by labelling and adding action words, for example, 'build' 'dig' 'full up' while building sand castles in the sand. As a result, the children are interested and eager to learn.

Staff promote children's developing knowledge of letters and sounds, and print in the environmental daily. Many children recognise their own names and those of their friends, when they change their names on to a feelings board in preparation for snack or outdoor play. Staff also support this knowledge with daily activities using games and musical instruments. Therefore, children are beginning to develop the skills necessary for reading.

Children show good small muscle skills as staff support children to build towers with connecting bricks, hold paintbrushes and grasp for shiny toys in the baby room to promote the skills needed for writing. Staff promote children's understanding of literacy with well-resourced book corners and writing areas. Children in the three to four year old room were still interested in and talking about 'we're going on a bear hunt' a themed book from the previous week. A young child independently turns the pages and appears to be reading a book in the cosy book area in the toddler room. Therefore, children develop an early interest in books. Staff promote children's developing knowledge of mathematical language appropriately by using it at every opportunity throughout the nursery. For example, they talk about the full and empty in the sand tray and count the number of bricks in a tower. As a result, children begin to count reliably.

Staff meet with parents regularly to exchange information about their children's development and exchange ideas about how best to support their children's progress. Staff keep parents informed by discussing the day's events particularly in the baby room. Therefore, this two-way flow of information allows children to make good progress both at home and at the nursery.

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

Staff offer all parents the opportunity of a home visit and settling visits before their children start. The parents can access as many settling visit as they feel necessary. This enables the key person to develop a good relationship with both the child and parent gathering information about their children's sleep patterns and care details. It also enables the key person to able to gain knowledge about the child's development, current interests and learning styles. As a result, effective planning is in place when the child first starts at the nursery, which ensures they settle quickly. The nursery have a strong key-person system in place. As far as possible, the key person manages their own children's personal

care needs, such as nappy changes for babies and young children. When it is not possible for the key person to be available, the nursery have a 'buddy' system in place. Information about the child's key person and the name of their buddy is clearly labelled on board outside each of the rooms. This enhances partnerships with parents, while supporting consistency for children.

The nursery have strong system in place to support children as they move through the nursery and the manager completes a regular audit to ensure it works well. When a child makes the move between rooms, the new key person completes a 'getting to know you' procedure with the parents. The information exchanged includes a transition leaflet about the staff working in the new room and a reassessment of their child's latest interests, skills and developments. The key person also completes a transition form and has a formal handover to the new key person enabling smooth transition and continuity of care.

To ensure that children are familiar with their new schools in the summer term the nursery put up a photograph displays of all the local schools the children will be attending. They also introduce a role-play area with their school uniforms. The teacher from the local school visits the nursery to gather information and observe the children. Feedback from former parents and the local teachers' tell the nursery that children have settled well and made good progress.

Staff promote opportunities for children to learn the importance of living a healthy lifestyle. Children have daily access to the outdoor area. They benefit from the fresh air and opportunities to use their large muscles while climbing, running and balancing. A balanced diet is specially prepared on the premises with children's allergies, dietary requirements and individual needs taken into account. Staff cater to children's individual tastes but also patiently encourage them to try new foods. The staff support the children's independence by running a rolling snack bar. The children are able to decide when they are hungry and want to join the snack bar. They select their own names and move these to a feelings board enabling the staff to discuss how the child is feeling that day and why. Children collect their own drink container, bowl and select their own fruit. Staff also use these opportunities through discuss to develop children's understanding of healthy food options.

Children play with a good range of resources the majority of which are easily accessible from around the rooms in low-level storage. Generally, the storage containers have pictorial labels, helping children to make informed choices, enabling them to develop their independence and self-selecting skills. However, on occasions opportunities for the newer children to use their independent skills and ask for resources above eye level are lost due to boxes facing the wrong way or children being unfamiliar with these toys or resources. Displays of the children's work appear in every room this develops a sense of achievement and encourages children to feel part of and included in the nursery.

Children play in a safe environment where staff carry out risk assessments and put measures in place to keep children safe. Staff support children's understanding about keeping safe by encouraging children on upper floor of the building to hold onto the handrail as they walk down the stairs. Staff are good role models and encourage children's understanding of feelings through discussion and feeling boards. Staff generally manage

children's behaviour well using the same boundaries across the nursery. However, on occasions staff miss opportunities to build future skills. For example, by encouraging the older children to develop their negotiating and problem solving skills to solve the challenge of sharing toys.

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

The leadership and management team within the nursery is strong and motivated to drive continuous improvement. The manager and owner are skilled and fully committed to driving improvement across the nursery through continuous, rigorous monitoring and self-evaluation. They involve the whole staff team in reflective practice, encouraging the room team to develop their own plans for improvement.

Recruitment procedures are robust and a comprehensive induction procedure and background checks take place. Manager and staff have a good understanding of the safeguarding and welfare requirements. They regularly attend training and they discuss safeguarding at supervision sessions and staff meetings. Staff display an extremely knowledgeable and clear understanding of the safeguarding procedures. They know and can discuss the procedures in place should they have concerns about a child in their care or a worry about a member of staff. As a result, there is a strong emphasis on any safeguarding issues. The manager conducts regular supervision meetings with all her staff to identify any training needs, enable on-going professional development and discuss any concerns about a child or member of staff. As a result, there is a culture where any concerns are heard and acted on. The management team gives a clear focus for continuous professional development for all practitioners and see this as key to developing high quality early years professionals.

The management team regularly review incident and accident documentation. As a result, they are able to deal with any recurring incidents that may cause concern quickly. The nursery places a high priority on safety and staff practise a fire drill twice a month to ensure everyone can leave the building quickly and safely in the event of an emergency. Staff clearly display fire procedures in all the individual rooms the children access. The nursery staff inform parents when they have completed fire drills. Comprehensive risk assessments are in place. Staff in the individual rooms carry out daily checks to identify any hazards and minimise risks to children. All required documentation is appropriately completed and available for inspection.

The manager has a strong monitoring system for all areas of the learning and development requirements. They complete various audits to promote inclusion, parent participation, and ensure the environment meets the needs of all the children. The manager also regularly monitors the children's learning journey and the weekly planning to ensure all areas of the curriculum are covered and children's current interests and next steps are developed. She collates and evaluates children's achievement records three times a year to ensure children are making the expected progress. Therefore, all children make good progress relevant to their starting points.

Staff develop positive relationship with parents through questionnaires, settling visits, regular informal discussion, and contact books for the younger children. Regular formal meetings ensure that parents are kept up to date with their children's progress and staff are kept informed of changes or achievements in their key children's lives. As a result, staff work well with parents and the exchange of information means parents' views and opinions are included in planning for improvement and meeting the children's needs. Parents speak very positively about the nursery and often had had previous siblings attended. They feel they are well informed about their children's progress, their children are very happy and they are able to become involved with the nursery.

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	EY263294
Local authority	Kent
Inspection number	833219
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	55
Name of provider	Activeplay Nurseries Ltd
Date of previous inspection	09/02/2009
Telephone number	01795 410811

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

