

Whitstable Day Nursery

Vulcan Close, WHITSTABLE, Kent, CT5 4LZ

Inspection date

13/10/2014

Previous inspection date

13/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 staff deploy themselves well, which means children are supported and supervised effectively.
- The outdoor play area is used well and children enjoy the resources available. Their physical development is given good attention.
- There is a good selection of natural resources for children to explore and investigate, which positively supports sensory play experiences.
- The nursery has built up positive partnerships with parents and outside agencies, which promotes children's well-being effectively.
- Children's independence is supported well and they are able to make choices in what they do.

It is not yet outstanding because

- Staff gain limited information from parents regarding their children's ongoing development and achievements at home, to help them support children's learning and progress consistently.
- The induction process for new staff does not give consistent attention to ensuring the nursery's policies and procedures are fully understood.

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 spoke to parents to gain their feedback about the nursery.
- The inspector held meetings with the provider and room leader.
- The inspector sampled records and documents.
- The inspector observed and talked with children and members of staff.
- The inspector provided feedback to the manager.

Inspector

Mary Vandepeer

Full report

Information about the setting

Whitstable Day Nursery registered in 2005. It is one of three settings run by Kindergarten Kids Ltd. The nursery operates from several rooms in a building in the grounds of Joy Lane Junior School, Whitstable. Children have access to an outdoor play area. The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently 60 children on roll in the early years age group. The nursery is open each weekday from 7.30am to 6pm throughout the year. The nursery currently supports a number of children with learning difficulties and/or disabilities. There is a team of eleven members of staff who work with the children, ten of whom hold appropriate early years qualifications, from level 2 to 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:

- encourage parents to contribute their knowledge of their children's achievements and progress at home to further promote continuity of learning
- strengthen the induction process so that all new staff develop a consistent knowledge of the policies and procedures to support them fully in carrying out their roles.

Inspection judgements

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

The manager and her staff team show a keen commitment to ensuring children can experience a stimulating and interesting range of activities. Key-persons adapt these to meet children's individual needs and stages of development. This is evident throughout the nursery as children have good opportunities to try out new things, and build on the skills they already have. For example, they fully engaged in the 'messy mixing' activity, where they practised their physical abilities, such as stirring and pouring. A role play area in the pre-school room was popular and children enjoyed dressing up and acting out familiar scenes. Art and craft play offers various materials and working tools, including scissors that children learn to use correctly and safely. The good availability of daily outdoor play means children make choices about where they wish to play. They use a variety of equipment outdoors, which helps promote confidence in their physical abilities.

Staff plan activities using their thorough knowledge of children's interests and capabilities. This results in children being engaged in their learning. Planning is also based on regular observations of children's play and any identified next steps in their learning. These

observations are monitored regularly to help ensure each child makes consistent and good progress across all the areas of learning. Staff support their written evaluations of children's achievements with photographs and these are kept in their learning journals. These are always available for parents to view, which provides appropriate information to them about their child's ongoing progress. Key-persons have informative conversations with many parents on a daily basis. However, there is very little information shared between parents and staff about children's achievements and progress at home to support continuity of learning further. Key-persons are very effective in creating individual play plans for children who they identify as needing additional support. Any children with additional learning needs are supported very well. Staff act on advice from parents and other specialists and they adapt activities to meet children's varying needs.

All children display an interest to learn and enjoy the wide range of play opportunities and resources available. Staff display a good understanding and sensitivity in their interaction with children, providing guidance to them if they need and want it. They play and support children well, for example, in early writing activities, giving them new ideas to try out. Younger children practise their emerging writing skills as they use resources, such as paint to make marks. All children clearly enjoy and benefit from their time at the nursery, helping them to be well-prepared for the next stage in their learning.

Staff are skilled in supporting individual children's involvement and participation in the activities available. They observe and question what the children are doing well. For example, as children mixed many ingredients together in the 'messy mixing' activity, staff asked what it smelt like and about the colours that emerged. Letter and number recognition also help children's learning. Older children show their understanding of letters and words at self-registration using name cards. Interactive games help to promote children's knowledge of colours, shapes and an understanding of the need to take turns. Key-person focused activities allow children to practise their listening skills as they take part in story-telling sessions. Children are encouraged to talk about their own family and home, which gives them a sense of where they belong and helps them to feel secure.

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

All staff are committed to ensuring children's well-being and welfare are promoted consistently. Children clearly feel secure and valued. Both parents and children benefit from the support of key staff, who all display a good understanding and sensitivity in helping children settle and feel safe in their care. Staff supervise children very well. All key-persons work closely with parents and other carers. This results in the effective sharing of information to meet children's emotional needs. The majority of staff working with the children have a current first-aid certificate. This means children's minor injuries can be treated knowledgeably and efficiently.

Staff support children to make independent choices about how they spend their time in the nursery. Older children are able to choose what to have for their snack and can help themselves to a drink of water when they want to. At mealtimes they self-serve and learn about appropriate portion sizes. This means they become more independent as they get

older and develop self-care skills well. Children are taught about healthy eating as they enjoy freshly cooked, balanced and nutritious food. Effective risk assessments are undertaken on a regular basis to identify and address potential hazards. Children are learning how to keep themselves safe in an emergency. For example, they regularly practise evacuating the building.

All children enjoy free access to the outdoor play area. There is a wide range of challenging and stimulating resources and activities, which children can enjoy in the fresh air. Children learn about the seasons and this experience helps them to adapt to different weather conditions. For example, they learn it is better to put wellingtons on in wet weather or a coat on in cold weather to keep warm.

Children behave very well, developing their social skills by playing together in small groups, alongside their peers or with older or younger children. Staff provide appropriate support and supervision that promotes respect for each other throughout the nursery. Children are also well prepared for new challenges they might experience, for example, they visit local schools. Their personal, social and emotional development is given good attention by the staff. As a result, children are able to build their confidence and self-esteem, preparing them for the next stage in their lives well, such as starting school.

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

There are good and effective arrangements in place to implement the requirements of the Early Years Foundation Stage. Staff display a clear knowledge and understanding of the safeguarding procedures. They know what processes to follow should they have any concerns about children in their care. The robust recruitment procedure along with regular supervision and effective appraisals means staff provide good quality teaching, support and experiences for children and their families. However, new staff are not always clear about some details of the nursery's processes to ensure they can carry out their roles fully. Management review and update staff's suitability to ensure they remain suitable to work with children. All staff are included in the nursery's programme of professional development to meet the different needs of children attending.

The self-evaluation system in place is efficient and continuous. There are regular team meetings that identify and discuss any queries from staff and feedback from parents. The manager monitors staff practice and holds one-to-one meetings with them. This enables them to address any issues as they arise to continually identify improvements to support children's learning and care needs. The views of parents, children and staff are given good attention and are taken on board by the provider, who uses them to contribute to improvements at the setting.

Parents' say their children thoroughly enjoy themselves at the nursery. They state that they are very happy with the nursery and describe the managers and key-persons as very approachable and supportive. There are parent notice boards with information to promote parents understanding of the organisation of the nursery, such as staff and children's key-

person groups. Displays of photographs show many of the activities the children experience each day. This provides parents with effective information about the activities their children take part in at the nursery.

The key-persons value the partnership they have built up with local agencies and professionals, such as speech and language experts. Key-persons are also able to speak with specialists or other professionals about children's individual needs. They make good use of the information to help promote children's development and well-being. As a result, all children make good progress in their learning and development from their starting points.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY320142
Local authority	Kent
Inspection number	828123
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	60
Name of provider	Kindergarten Kids Limited
Date of previous inspection	13/03/2009
Telephone number	01227 274435

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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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