

Ickle Pickles Nursery

School Lane, Iwade, Sittingbourne, Kent, ME9 8RS

Inspection date

02/12/2014

Previous inspection date

14/09/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Leadership and management is inspirational. All staff are highly motivated and committed to the improvement of the setting. Therefore, children make exceptional progress.
- The staff provide an extremely effective key person and buddy system. This ensures all children have continuity of care.
- Children develop excellent social skills. This helps them to recognise the feelings of others, developing their emotional well-being.
- The staff use exceptionally effective planning and assessment systems. This helps to meet the needs of all children.
- The staff use outstanding strategies to teach the children, enabling children to develop a passion for learning.
- Staff provide an effective, nurturing environment. This helps the children to develop a strong sense of security.

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 viewed all areas of the nursery premises.
- The inspector spoke with the manager, staff, children and parents at appropriate times.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a selection of documentation, including children's progress folders, assessment and planning and written policies and procedures.
- The inspector observed activities both indoors and outside

Inspector

Amanda Hartigan

Full report

Information about the setting

Ickle Pickles Nursery registered in 2006. It operates from four rooms in a purpose built premises situated in the semi-rural village of Iwade, near Sittingbourne, Kent. The nursery is open Monday to Friday from 7.15am to 6.30pm for 51 weeks of the year, closing for one week at Christmas. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 91 children in the early years age group on roll. The nursery supports children who have special educational needs and/or disabilities, and children who speak English as an additional language. There are 20 members of staff, of whom 16 hold appropriate early years qualifications. 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 the use of natural resources to encourage children to learn through exploration and discovery as they play.

Inspection judgements

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

Staff demonstrate an extremely secure knowledge and understanding of the learning and development requirements, allowing all children to flourish. They offer a wide range of opportunities for the children, skilfully extending their learning in a highly inspirational environment. There is an excellent balance of child initiated learning and adult led activities. As a result, children make excellent progress in relation to their starting points. Staff develop a thorough understanding of each child's individual needs through accurate and comprehensive assessments. They use this knowledge to plan activities that challenge the children's thinking. For example, during a recent activity children explored the concept of freezing and melting liquids. Children were encouraged to think about which liquids might freeze and which ones wouldn't. They looked at what had frozen and what hadn't, also using smell and touch to create a sensory experience. They discussed the shapes, whether they were soft, smooth, transparent or hard and all were totally absorbed with the activity. The children then recorded their findings, helping them to understand that writing is used for a purpose.

Staff provide an environment rich in communication and language for all age groups. Skilful questions develop children's language. They listen carefully and respond appropriately. Staff use inspirational methods to enthral children, such as pretending they

are all detectives on the hunt for items beginning with specific sounds. Children join in with great enthusiasm, searching their environment and successfully identifying items, such as puzzle pieces, that reflect the letter sound they are hunting.

Children receive equally strong support in other areas of learning and development. Outdoors, staff skilfully organise the environment to provide opportunities for children to develop physical skills. Large climbing apparatus enables children to explore risk and challenge in a controlled environment. In addition, staff provide imaginative games and experiences which children thoroughly enjoy. For example, they have devised a wonderful dice activity. A soft cubed dice has different exercise pictures on each side including stretching, jumping and clapping. Children copy the activity shown on the side the dice lands on when thrown. Children enjoy a broad range of learning experiences outside, including using chalk to develop their drawing and early writing skills. An abundance of chalked art work shows their creativity and developing literacy. There is a nursery guinea pig that helps children to understand about caring for animals.

Parents are extremely involved in their children's learning. Staff complete the required progress checks for two year old children and share this information with parents. Younger children have a daily diary and the nursery operates an open door policy. Parents receive excellent information about their child's learning and achievements on a regular basis.

Staff have highly robust procedures to support children with special educational needs and/or disabilities. In addition, staff go to great lengths to ensure that they positively reflect the languages spoken in each child's home. They learn key words and phrases in children's home languages to communicate with them as they settle into the nursery.

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

Staff provide an extremely caring and nurturing environment. This helps children to develop loving relationships and close bonds with staff and with each other. As a result, they settle exceptionally well. Children's social and emotional skills are outstanding. They play cooperatively with each other and have extremely good levels of self-confidence and self-awareness. Staff encourage children to be independent during meal and snack times by serving themselves. Younger children are learning to use cutlery and to serve and feed themselves, which they do with amazing ability. A cook provides a nutritional and varied menu that reflects different recipes from around the world. The nursery specifically plans a menu that encompasses different cultural celebrations throughout the year, such as Chinese food during Chinese New Year. This helps children to learn about diversity, different beliefs and cultures.

Staff use sign language in all rooms and this is especially useful in the baby room and when communicating with children with limited English. Behaviour is exemplary throughout the nursery, due to excellent role modelling of staff. Children receive advice and positive reinforcement if they become a bit over-excited, such as when playing actively outdoors. An excellent assortment of resources enhances the children's learning experiences. Space is organised well to allow plenty of different activities to take place.

The role play areas, especially the super heroes den, are very popular. Each room has a cosy area where children go to relax or to play quietly.

Children grow plants in the outdoor environment helping them to learn about life cycles. Children use the extensive range of resources confidently, kindly sharing and inviting others to join them. These include several natural resources, although younger children do not always explore these fully to strengthen their understanding of the natural environment.

Staff prepare children extremely well for any changes, such as when moving rooms within the nursery. Staff also liaise with parents and local primary school reception teachers to help children cope with their move to school. Staff plan activities, such as story sessions, to help prepare children emotionally. They give children information about what they can expect and provide opportunities for them to share any anxieties.

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

The leadership and management within the nursery is inspirational. All staff strive to promote the children's learning and development while also enhancing their individual well-being. Self-reflection is outstanding; highly robust and highly effective. Managers update the self-evaluation form on a regular basis and take into account the views of staff, parents and children. This comprehensively highlights significant strengths along with action points to continuously improve practice. Staff are extremely proficient in monitoring educational programmes and their impact on the children's progress. This ensures they can identify, and take prompt action to narrow, any emerging achievement gaps.

Staff work exceptionally well with other professionals and external agencies to meet children's individual needs. They attend regular workshops and training courses to keep abreast of changes in regulations and childcare practices. The manager frequently reviews staff performance to target and identify areas of development. Staff are actively encouraged to gain qualifications to support their professional development. The interaction between staff is outstanding, creating an efficient and harmonious environment.

Staffing ratios are high across all rooms. Staff undertake regular risk assessment, a process which children are highly involved with. This helps children to develop awareness for their own safety. Regular emergency evacuation drills ensure that children and adults are able to leave the building quickly if necessary. All visitors are required to sign in and out of the building.

The provider and manager have highly robust arrangements to protect children. They have both recently updated their safeguarding and child protection training. The manager works closely with staff to ensure that they are fully aware of their responsibilities to protect children. She discusses safeguarding issues with staff at team meetings and they have secure knowledge of the processes involved to protect children. All required written

documentation is in place.

Staff work exceptionally well with parents and their views are extremely important to them. There is a parent's forum, regular surveys, day-to-day contact and questionnaires. The nursery also organises parent's days and social events. Parents spoken to during the inspection expressed complete satisfaction with the service they receive.

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. 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	EY319951
Local authority	Kent
Inspection number	834586
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	91
Name of provider	Ickle Pickles Day Nursery Ltd
Date of previous inspection	14/09/2010
Telephone number	01795 474551

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

