

New Century Nursery

45-53 Western Road, Deal, Kent, CT14 6RX

Inspection date

06/01/2015

Previous inspection date

25/06/2009

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

- Staff give all children support, time and space to be independent learners.
- Children enjoy positive interactions with staff who extend on their learning and development. Older children benefit further from the input of a pre-school teacher.
- The environment is bright and key persons are welcoming, helping children to feel happy and secure.
- Settling in and transitions between rooms are extremely successful as staff fully support children and their families.
- Adults know the children that they are caring for very well, supporting them to make good developmental progress at levels that are appropriate for their ages and stages of development.

It is not yet outstanding because

- Occasionally staff sometimes miss opportunities to develop younger children understanding by giving them an explanation of the potential effects of their actions.
- Staff do not always make themselves aware of key words in children's home languages to help them communicate.

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 observed activities in all rooms and the outside areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records and risk assessments.

Inspector

Karen Scott

Full report

Information about the setting

New Century Nursery is privately owned. It registered in 2005 and operates from three rooms in a purpose-built building. Children have access to an enclosed outdoor play area. There is a toilet for people with disabilities, and this is a single storey building. The nursery is situated in Deal, Kent and serves families from the local community and wider towns. It is open each weekday from 8am to 6pm, all year round.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 108 children on roll, all of whom are in the early years age range, some in part-time places. The nursery currently supports a number of children with special needs and/or disabilities and those who speak English as an additional language.

There are 14 members of staff, all of whom hold appropriate early years qualifications. Two members of staff are currently undertaking further qualifications. The nursery receives funding for the provision of free early education for children aged three and four-years.

What the setting needs to do to improve further

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

- develop younger children's understanding of the possible effects of their actions by always providing them with an explanation
- encourage all parents and carers to share basic words from home to further support children as they settle.

Inspection judgements

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

Children enjoy participating in a range of activities and play that supports their development across all areas of learning. They are supported by staff who know them well and ensure that things they are enjoy are available, encouraging them to join in and learn. Children are given time and space to be independent learners but support, guidance and encouragement when needed. All children are active learners who think critically and creatively as they explore and learn. Children are making excellent progress in their personal, social and emotional development. Key persons model good manners, kindness and compassion which results in children behaving in this manner towards others. Children play cooperatively, encouraging others to join in with their play, sharing toys and

resources. They are proud of their achievements, sharing with their families and friends what they have made. Children benefit from attending a setting which is rich in discussion. Adults engage children in conversation, asking skilful questions that encourage them to think and learn new words. When children require further support with their developing language key persons work closely with parents and specialists to support children. Children for whom English is an additional language settle well due to the kindness and compassion of staff. However, staff occasionally miss opportunities to further support children through the consistent use of important words in home languages. A variety of books are easily accessible and areas for looking at them are comfortable and welcoming. Children thoroughly enjoy looking at books, sharing their favourites with others, and using them as a tool for learning. There are many opportunities for older children to develop their writing skills as they play. This results in them doing writing confidently and making good progress in their understanding of how words and letters make sounds.

Children thoroughly enjoy playing outside where there are a range of toys and resources to develop their physical skills. They learn about the space around them as they zoom down slopes on tricycles, as well as taking sensible risks as they play. Children from a very young age have excellent skills when using small tools, controlling them to the desired effect. This is because they have access to a wealth of equipment in a supportive environment. Children learn mathematical concepts as they play. For example, toddlers learn about shape and pattern as they pull their fingers through sand and older children sequence numbers and count as they make and then play on a hop scotch course. Art and craft resources are easily accessible and artwork individual to the child creating it. Children are given time and space to explore texture. Children particularly enjoy imaginative play where they take on roles, play cooperatively and have access to resources which enable them to mimic what they see and hear adults doing. Part of the garden has been designed to enable children to explore and learn about wildlife, which they do with confidence. Programmable toys and resources are available for all children to explore and learn about.

Each child has a developmental folder that is shared regularly with parents and carers so that they are aware of the progress that their children are making. Parents and carers are encouraged to add to their children's learning journals. Key persons continuously think of ways to encourage all parents to add to them and to share further in learning as they value their input highly. Key persons make regular assessments of children's learning which they use to plan meaningful activities for individual and groups of children that promote learning and development. Staff know the children they are caring for exceptionally well and are skilled at stepping in and extending learning. They follow children's interests resulting in children thoroughly enjoying their time and being willing learners. For example, after observing children's interest in writing when the role play area was Santa's grotto it is now being turned into a post office. Children are making good progress through the developmental stepping stones in a supportive environment.

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

Children play in a safe and secure environment. They have formed strong relationships with staff and their peers, helping them to flourish. Children are greeted warmly and are

very pleased to see each other, playing cooperatively together. They show kindness and compassion towards each other, modelling the way adults behave. Children's high levels of confidence enable them to explore the environment and to make choices. This is due to staff empowering them to be so, giving them time, space and support. Staff support children to play safely but to undertake safe risks. However, sometimes they occasionally miss opportunities for younger children to develop their understanding of what their actions may result in, such as when climbing on chairs. Children settle at the nursery very well as key persons work with each family on an individual basis, understanding that they all have differing needs. Moves through the nursery are successful too as key persons know children well and put strategies in place to support them.

Toys and resources are accessible, enabling children to make choice as they play. Children also make choices about whether to play in or outdoors and careful thought has been given to ensure that learning is available across all areas both inside and outside. Children understand the effect that being outside has on their bodies. They wrap up warmly and discuss the temperature. After physical play they help themselves to drinks and say that they are hungry as they have been using energy. Children are making very good progress with their personal development as key persons work closely with parentst and carers to manage toilet training, for example. Snack and lunch times are social occasions and staff help children to make healthy choices when eating. Children are very well prepared for the next steps in their learning. This is because of the high quality support and guidance they are given by understanding and caring staff.

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

Children's safety and welfare is given high regard. Staff have a secure understanding of their role in safeguarding children and the procedures to follow should they have any concerns about a child in their care. Daily risk assessments help to ensure that the environment is safe for children. Each room undertakes risk assessments that reflect the children that they are caring for to further ensure the environment is safe. Policies and procedures give a detailed description of the setting and are easily accessible to everyone. They are updated to reflect current practice and parents and carers kept informed.

There is a strong drive for improvement with each room reflecting on practice and how they can improve outcomes for children and their families. Recommendations for improvement raised at the previous inspection have all been acted on and changes implemented assessed to ensure that they continue to enhance practice. For example, staff use observations and assessments of children to plan relevant and motivating play experiences for children. Management monitor the educational programme, helping them to ensure that all children receive support in an environment where they learn in all areas of development. Staff performance is monitored and training offered that helps them to build on their practice and offer up to date care to children.

When children attend other settings key persons are keen to share with them so that they can work together for the benefit of children. Partnerships with external agencies

supporting children are strong, helping children to make good progress. The close relationship with parents and carers also supports children. Parents and carers are very happy with their choice of childcare, saying that key persons are extremely supportive and that they are well informed about their child's time at nursery.

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	EY299023
Local authority	Kent
Inspection number	837665
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	108
Name of provider	New Century Nursery Ltd
Date of previous inspection	25/06/2009
Telephone number	01304 370290

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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