

Felicity's Nursery School

Crockham Hill Village Hall, Crockham Hill, EDENBRIDGE, Kent, TN8 6RP

Inspection date

15/01/2015

Previous inspection date

07/10/2010

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 provider has addressed the recommendations set at the last inspection well. As a result, children benefit from excellent physical development opportunities in the indoor environment.
- A strong induction system promotes consistency in staff knowledge and understanding about the nursery policies, procedures and the expectations of their roles.
- Children are very eager learners; they exude confidence and show curiosity through asking many questions.
- Staff make the premises look welcoming and child friendly every morning and provide a stimulating environment so that children learn and develop.

It is not yet outstanding because

- Regular interruptions stop the flow of free-play, which at times limits children's ability to develop and extend their ideas. In addition, circle times are not always organised to enable all children to engage fully.
- Staff do not consistently encourage parents to share information about their children's achievements at home.

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 the inside and outside play areas.
- The inspector completed a joint observation with the manager of an activity in the outside area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents views spoken to on the day of the inspection.

Inspector

Kerry Lynn

Full report

Information about the setting

Felicity's Nursery School opened in 2006 having previously operated under different ownership for a number of years. It operates from the village hall at Crockham Hill, near Edenbridge, Kent. Children have access to the large hall, hallway and toilets. The group uses a community garden located next to hall for outside play. There is also regular access to a free flow outdoor space. The provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The nursery is open each weekday from 9am to 12 midday on Wednesday and Friday, 9am to 1pm on Tuesday, and 9am to 3pm on Monday and Thursday, during term-time only. There are currently 46 children on roll in the early years age group. Children attend from a wide catchment area. The provider employs 13 members of staff, of these 11 staff hold appropriate early years qualifications. There is one qualified teacher and one Montessori teacher within the staff team. The nursery receives funding for free early years 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:

- enhance children's engagement in free-play so that they can extend their ideas more fully, and arrange circle time activities to ensure all children are consistently involved to further promote their learning
- enhance arrangements for parents to share their children's achievements at home to promote a combined approach to supporting children's ongoing learning.

Inspection judgements

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

Children benefit from targeted, age specific activities, which promote their good progress well. For instance, during a game of Bingo, older children recognise numbers between 10 and 20 with ease. They are able to identify numbers from clues given by staff about the number's position, for example, 'it comes before 20 and after 18'. Younger children have their needs met equally well, with activities often focusing on social skills. The relatively structured approach to learning prepares children well for future stages in their lives, such as starting school.

A daily circle time enables children to develop positive skills. For instance, counting in large numbers, saying 'good morning' in a variety of languages, and sharing stories and objects from their home lives. Children show confidence as they talk in the large group

and staff use this time effectively to promote learning and develop language skills. However, the large number of children and their age range make it difficult for some children to engage in the activity for a long period of time. This means some children become a little fidgety and lose interest.

Children enjoy many free-play learning opportunities through the well-organised, inviting environment. A wealth of resources is available which reflect all areas of learning. Children explore crayons and they pretend they are aeroplanes and make marks and patterns as they do so. As a result, children begin to develop their early writing skills as they learn to control the crayons. The open plentiful space provides rich opportunities for children's physical development with the use of large-scale equipment indoors. Children develop their large muscles as they climb and slide on climbing frames. They control bikes and cars as they ride down a plastic track and they develop muscle strength and balance as they rock on see-saws. Staff interact effectively during free-play times and extend children's learning through their responses, for example, when taking the role as the patient during role-play with the doctor's kit. Free-play, however, is often disrupted by a bell as children are gathered for their group times. This means children's play is disrupted and therefore, their ideas not always developed fully.

Children are clearly active learners. They demonstrate a highly inquisitive and curious nature. They question staff to find out about differences in the nursery, for example, asking 'why is there a screen down?' or 'what is in those boxes?'. The majority of children exude confidence and are happy to approach visitors and engage them in their play. They are clearly happy in the environment and are keen to learn.

All staff understand their roles in planning and are able to plan for the needs of their key children effectively. A recently implemented observation table allows staff to record 'wow moments' for each area of learning across the week. This enables them to see how children in their groups are progressing and to celebrate their achievements. Staff take focused steps to close any gaps in children's progress and they identify these through a clear tracking process. As a result, staff plan effective activities that link to children's interests and learning needs so that they make good progress.

Parents feel involved in their children's development and receive feedback through daily handovers and regular termly parent consultations. Staff gain a wide range of information about children's individual learning needs, for example, from home visits and initial meetings with parents. This enables staff to establish children's starting points securely, which they then use to effectively build on the children's learning and progress. However, staff do not always encourage parents to share information about their children's home learning and achievements to widen their knowledge of children's progress.

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

Staff create an inviting, child-friendly, inclusive and stimulating environment that clearly supports children's learning. For example, staff display multicultural posters and bunting, which makes the environment bright and appealing to children. Children have access to a

large selection of resources and this encourages them to play. There are defined areas, such as a book corner, which provides a quiet place for children to relax in. Staff provide free access for the children to the outdoor environment. As a result, children independently choose where they wish to play and learn.

Children are clearly confident and develop their independence well. They show an excellent understanding of the routines and the rules, which they have helped to create. For instance, when the bell is rung children immediately stop and put their hands in the air. Children interact well together and are very eager to share. For example, they are happy for their friends to play with toys that they have brought from home. Staff promote children's independence and understanding of healthy practices effectively. Children are included in setting up snack, and they butter and cut slices of wholemeal bread. In addition, they understand that they need to wash their hands before preparing and eating food. Children make choices from a wide variety of fruit and talk about these, which helps them to develop positive attitudes towards healthy foods. Children's safety and well-being is promoted securely as all staff are first-aid trained. Therefore, a first aider is always close by in the event of an emergency. Staff complete robust daily risk assessments to ensure the environment is safe for children before they enter. Children's effective understanding of the rules and routines helps them to learn and understand how to keep themselves safe.

Relationships between all staff and children are strong and children demonstrate they feel secure. Children quickly establish relationships with their key person through home visits and 'stay and play' sessions. Staff support children and parents sensitively when the children move groups in the nursery. For instance, parents receive written information about the new key-person to help them get to know them. A key-person buddy scheme enhances the continuity of care for children in the setting effectively. As a result, children's individual needs are met well.

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

The management team has a thorough understanding of meeting and implementing the requirements of the Early Years Foundation Stage. They have a high regard to safeguarding children at the nursery. Induction and recruitment procedures focus strongly on this aspect, which ensures staff have a thorough understanding of their safeguarding role. The manager has attended 'safer recruitment' training and uses this information effectively to ensure staff are suitable for their role.

The management team has a proactive approach to improving practice. The manager monitors children's learning and development progress regularly through a tracking programme. As a result, she checks they are meeting the expected outcomes for their age and identifies if there are any gaps in their progress that need to be addressed. The manager carries out regular staff assessments and supervision meetings to monitor how staff are performing. In addition, this enables her to assess how well children's care and learning needs are being met. The manager uses self-evaluation in an informal but

successful manner. She highlights areas for improvement as she observes and works in the environment. The manager and staff seek the views of others, such as through chats with the children and parent questionnaires. The management team responds to feedback effectively to make further improvements. For example, from feedback received, a safe, closed social network group has been created for parents. This provides a secure area in which to share information with parents, including pictures of activities. This gives parents a valuable insight about their children's experiences at the nursery. Staff are encouraged to access local courses and training days and information from these is cascaded to other staff. As a result, staff share good practice which promotes consistency. Staff are encouraged and supported to gain or further their qualifications. These measures benefit the children in their care strongly.

Staff and the management team form extremely strong links with the local community. Children take part in community events, for example, the children gave elderly members of the community food during Harvest Festival. Staff have good links with the local school and children visit this environment regularly for events and celebrations. This gives children an opportunity to develop their understanding of school settings, which supports their confidence in moving onto school in the future.

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	EY341060
Local authority	Kent
Inspection number	828384
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	35
Number of children on roll	46
Name of provider	Geraldine Caren Le Blount Ormonde
Date of previous inspection	07/10/2010
Telephone number	07884005732

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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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