

# Ashford Play Nursery

1 Wall Road, Ashford, Kent, TN24 8NZ



## Inspection date

26 May 2015

Previous inspection date

14 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff work very well with parents and other professionals to support children with special educational needs and/or disabilities.
- Staff give parents effective daily feedback about their children's day and discuss how they can help support children's learning at home.
- Staff know children well and have an accurate understanding of how children learn and develop. They use this knowledge to plan challenging activities for children to extend their learning. This means that children are making good progress in their learning and development.
- Staff attend training that develops their practice and improves experiences for children. For example, they are developing new school transfer records to provide detailed information about children's level of development for their new teachers.
- Staff are well deployed both inside and out in the garden. This means they are able to meet children's care and educational needs effectively.
- The leadership team support staff well when they first start with a thorough induction and settling-in plan. They gradually introduce them to their roles and responsibilities, which also supports children in getting to know them.

### It is not yet outstanding because:

- Staff do not always promote children's independence skills at lunch time, such as asking them to help lay the table or serve food.
- Staff do not always use daily activities and routines fully to encourage children to practise their early writing skills. For example, they do not always encourage children to try to write their own names on their work.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to use their independence skills at lunch time to enhance their development of practical skills
- encourage children to use and develop their early writing skills through every day activities and routines.

### Inspection activities

- The inspector viewed the parents' comments book and spoke to parents to take their views into consideration.
- The inspector held a joint observation with the supervisor.
- The inspector held a meeting with the general manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector viewed children's play and activities inside and outdoors.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children freely access a good range of resources. Staff support children well to think about how to solve problems for themselves. For example, there was a 'traffic jam' on the bike path and staff gave children time to think about how they could get past. Staff support children to put their ideas in place. Children enjoy individual and group stories, which helps develop their communication and language skills well. In addition, staff use signs and symbols to support children's understanding further. Staff encourage children to explore sounds with drums. They sing with children to accompany their music and offer praise for their creative efforts. This values the children and motivates their learning. Staff regularly share children's learning journals with parents and encourage them to contribute their knowledge of their children's learning to these. This helps to build a bigger picture of children's progress at home and at the setting.

### **The contribution of the early years provision to the well-being of children is good**

Children show that they are happy and settled at the nursery. They have regular daily access to the shared garden and they line up in an ordered manner to go outside. Staff involve children in counting everyone in the line to support their mathematical development. Staff encourage physical exercise daily, for example, by playing running games. Children comment that they are tired and need a rest, which shows that they are developing a good awareness of their own needs. Staff play games with children to support their understanding of risks and safety. For example, staff show children images where scissors are left on the floor and on a table. They then ask children about which place is safer. Children know where to keep their personal belongings and staff encourage children to be responsible by putting their pictures in their bags. Children explain that they know how to make it fit by folding it up. This helps them develop independence skills in preparation for moving on to school.

### **The effectiveness of the leadership and management of the early years provision is good**

Staff and management continually reflect on their practice to develop and improve further. They have a good knowledge of the Early Years Foundation Stage requirements. The general manager observes staff practice regularly and provides feedback to them through effective supervision. This builds staff practice and provides staff with time to discuss important issues and concerns. Staff show a secure knowledge of recognising possible signs and symptoms that would raise their concerns about a child's welfare. They know what steps to take in order to effectively safeguard children. Staff use their observations and assessments to monitor individual children's progress from their starting points securely. In addition, the leadership team are currently implementing a tracking system to monitor children's learning and progress more closely.

## Setting details

<b>Unique reference number</b>	126983
<b>Local authority</b>	Kent
<b>Inspection number</b>	840594
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Valerie Webb
<b>Date of previous inspection</b>	14 April 2011
<b>Telephone number</b>	01233 638960

Ashford Play Nursery registered in 1984 and is one of four privately owned nurseries. It is open from 8.30am to 5.30pm all year round. The provider employs eight staff, all of whom hold early years qualifications. The nursery receives funding for free early education for children aged two, three and four.

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