

Otford Nursery School and Oasis After School Club

Otford Primary School, High Street, Sevenoaks, TN14 5PG



Inspection date

8 September 2015

Previous inspection date

15 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff form good partnerships with parents and fully engage them in their children's learning as they share information effectively with them.
- Children confidently use the well-equipped garden. They develop different muscles as they climb up to the tree house and jump across stepping stones.
- The leadership and management are strong and the staff team shows a positive commitment to their work. Management is committed to driving improvement and addresses areas for improvement well to continually raise outcomes for children.
- Management supports staff's professional development securely through regular planned training and supervision meetings. Staff use their training effectively to provide consistently good quality teaching and learning experiences for children. This helps children make the best possible progress from their starting points.
- Children learn about respectful behaviours and treat each other with respect as staff provide a good role model as they are caring and have a calm approach.

It is not yet outstanding because:

- At times, staff provide explanations to younger children about their behaviour that are not always easy for them to fully understand. This does not help these children to further develop their understanding of how to manage their behaviour.
- Children do not always have opportunities to see and hear their home languages to help them learn about their own and others backgrounds.

What the setting needs to do to improve further

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

- strengthen staff's understanding of ways to help younger children further develop their understanding of behaviour expectations
- increase opportunities for children to develop their understanding of their own and others' backgrounds and cultures, including additional languages spoken at home.

Inspection activities

- The inspector observed activities and the quality of teaching inside and outside.
- The inspector held a meeting with the manager and nominated person and completed a joint observation with the nursery manager.
- The inspector sampled a range of documentation, including children's development records, the setting's self-evaluation form and key policies.
- The inspector took account of the parents' views through discussions.
- The inspector spoke to members of staff and children at appropriate times during the inspection.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Staff deploy themselves effectively indoors and outdoors to supervise children and support their learning well. Parents speak highly of the friendly, welcoming staff and how they involve them in their children's learning. For example, open days provide opportunities for parents to stay, play and discover more about the different activities and their children's learning. The manager effectively monitors and tracks children's progress. This helps her to identify if all children are making good progress and any areas where they are not developing as well. For example, children were making slower progress in the area of technology. As a result, new equipment suitable for children was bought to help them make good progress. Safeguarding is effective as robust recruitment and induction systems ensure only suitable staff work with the children. Staff regularly attend training and have a secure knowledge of the latest safeguarding and child protection issues.

Quality of teaching, learning and assessment is good

Staff use their knowledge of how children learn effectively, together with information about children's individual levels of development and interests. As a result, staff plan a wide range of learning experiences tailored to children's needs. This motivates children in their learning. Staff provide effective ways for children to make their own choices from the toys and resources. This helps children engage in their self-chosen activities well. Staff extend children's thinking skills as they ask questions skilfully, such as about how to make a marble run and launch a rocket using air pressure. Children's literacy skills are developing securely as they use a wide range of materials to write and make marks. They use writing for a purpose as they quickly recognise where they need to 'write' their name on their pictures.

Personal development, behaviour and welfare are good

Effective procedures help children to very quickly form warm and confident relationships with their key person. Children keep their key person when they move on to the after school club, which promotes continuity in meeting their individual needs. Staff have good links with other early years settings and professionals. These help them to share information about children's care and achievements to promote consistency in their learning and care. Children's behaviour is good and, overall, staff promote their understanding of rules and boundaries securely. Children develop good independence skills. They pour their own drinks and wash their hands by themselves before they choose their snack. Staff help children to develop a good understanding of healthy eating as they discuss different foods. Children help to grow fruits and vegetables in the garden to eat. This develops their awareness of where food comes from and when it is safe to eat.

Outcomes for children are good

All children make good progress and some make even better progress. Staff plan effectively for children's progress through ongoing observations and assessments that identify their learning needs. As a result, any gaps in children's achievements are quickly

recognised and addressed. Children develop effective skills ready for starting school. The positive links with the on-site school support children well as they prepare for this change.

Setting details

Unique reference number	EY475278
Local authority	Kent
Inspection number	991054
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	44
Number of children on roll	127
Name of provider	Otford Nursery School Limited
Date of previous inspection	15 September 2014
Telephone number	01959522364

Otford Nursery School and Oasis After School Club registered in 2014 as a limited company. It operates on the site of Otford Primary School, Otford, Kent. The nursery is open weekdays from 9am to 3.30pm, term time only. The after school club operates from 3.30pm to 6pm during term times and for occasional weeks in the summer holidays. There are close links with Otford Primary School. There are 12 members of staff who work with the children. The staff team includes a member of staff with Qualified Teaching Status and eight staff who hold appropriate early years qualifications at level 3 or above. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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