

Spring Lane Day Nursery

c/o Chaucer Technology School, Spring Lane, Canterbury, Kent, CT1 1SW



Inspection date	25 September 2015
Previous inspection date	20 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 build on children's interests, understanding and abilities during activities, helping them to become confident, articulate and independent learners. Children make good progress in their learning and development.
- Staff generally pay good attention to children's personal, social and emotional development. As a result, children behave well and are kind and considerate to their friends.
- Managers and staff reflect well on their practice and set clear targets to drive forward improvements. They consider the views of parents and children when evaluating the nursery provision.
- The new manager has high aspirations to improve the quality of provision. She has implemented effective supervision and professional development for staff to improve their knowledge and skills.

It is not yet outstanding because:

- Babies are sometimes kept waiting at mealtimes, which means that occasionally they are not kept well occupied.
- Staff do not always make the most of opportunities to explain to parents how their children are taught and how they can support them further at home.
- Staff do not always help children to be independent in managing their personal hygiene. For example, some children find it difficult to reach the soap when washing their hands.

What the setting needs to do to improve further

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

- review and take steps to improve the organisation of mealtimes in the baby room so that daily routines fully support babies' learning and development
- extend opportunities to involve parents more in supporting their children's learning and development
- promote children's further independence in managing their personal hygiene.

Inspection activities

- The inspector viewed all of the nursery rooms and outdoor areas. She observed play and learning activities, and spoke with the staff and children at appropriate times in the playrooms and outdoors.
- The inspector conducted joint observations with the manager.
- The inspector held meetings with the manager, training manager and staff.
- The inspector sampled a range of documents, including children's assessment records, policies and procedures, and staff suitability records.
- The inspector spoke with parents on the day of the inspection and took account of their views from recent written questionnaires.

Inspector

Bernadette Gibbs

Inspection findings

Effectiveness of the leadership and management is good

The new manager provides strong leadership and is driving improvement effectively. The leadership team monitors children's progress to identify accurate areas for development. The manager sets high expectations for her leadership team to improve staff practice and skills further. Safeguarding is effective. There are thorough recruitment and induction processes. Regular supervision meetings extend the staff's knowledge of safeguarding practices and ensure they remain suitable to work with children.

Quality of teaching, learning and assessment is good

The quality of teaching is good, overall. Staff provide children with good-quality resources and well-planned activities that interest and excite them. For example, babies and toddlers explore a variety of resources using their senses, such as cooking utensils and corks. Staff praise children's efforts and achievements, which boosts their self-esteem and confidence. Older children are supported to develop their interests over time, with a current favourite being insects. For example, they watch spiders spinning their webs and then recreate what they have seen using a range of art materials. Children show a sustained interest and delight in working together. Staff model and extend children's use of language well. For example, they make good use of simple signing and resources to develop children's communication and language skills.

Personal development, behaviour and welfare are good

Staff find out as much as possible about children's needs, such as through home visits and during settling-in periods. This helps them to understand and meet children's and babies' individual needs well, for example, staff understand how to comfort them when needed. Staff communicate well in the nursery and with schools to help children move on to the next stage of their learning. Children learn about others and develop mutual respect. For example, they learn about other people different to themselves.

Outcomes for children are good

Children make good progress in relation to their starting points. They show high levels of curiosity as they confidently explore and choose toys and activities. Younger children are building close attachments. Older children learn to respect each other and work together preparing them for future learning in school.

Setting details

Unique reference number	EY307211
Local authority	Kent
Inspection number	827930
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	143
Number of children on roll	121
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	20 January 2012
Telephone number	01227 479 696

Spring Lane Day Nursery registered in 2005 and is run by Asquith Nurseries Ltd. It operates from purpose-built premises in the grounds of Chaucer Technology School on the outskirts of Canterbury, Kent. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are 28 members of staff working directly with the children, most of whom hold appropriate early years qualifications at level 3 or above. The nursery receives funding for free early education for children aged two, three and four years.

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