

Inspection date	8 February 2016
Previous inspection date	18 March 2015

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

- Partnerships with parents and outside professionals are good. Staff share information with them and provide ideas for parents to extend their children's learning at home.
- Children make good progress in relation to their starting points. Staff have a good understanding of how children learn and develop. They provide interesting activities and experiences to engage and motivate children.
- Children enjoy using local facilities, such as parks and the beach. They learn about their community and the natural world around them.
- Staff build very secure attachments with the children. They support children to settle easily, feel safe, secure and confident.
- The manager completes regular, detailed risk assessments of the premises and any outings they take the children on. She involves the staff to assess any possible risks to children and take appropriate action to minimise hazards in order to keep them safe.

It is not yet outstanding because:

- On occasions, the staff do not encourage children fully to try to manage their own personal care routines for themselves before helping them.
- Staff do not always make effective use of information from their detailed observations of children's play and skills, to precisely target the next steps in their learning.

What the setting needs to do to improve further

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

- strengthen the opportunities children have to develop their independence and manage their own personal care routines
- build further on the use of the detailed observations of children's play and knowledge to precisely target the next steps in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- The inspector held a meeting with the manager.
- The inspector looked at relevant documentation, such as self-evaluation, records of children's learning and development, and evidence of the suitability of staff.

Inspector

June Keeler

Inspection findings

Effectiveness of the leadership and management is good

The manager has a strong commitment to implementing well-focused improvement plans. She makes adjustments to practice when required, which helps to protect children. For example, she reviews ratios of staff to children when planning outings. The manager values the views of parents, children and staff in the self-evaluation process. She regularly monitors staff's practice to identify and target areas to develop further to support their professional development. Comprehensive recruitment procedures help to ensure that staff are suitable to work with children. Safeguarding is effective. Staff have a good understanding of how to protect children and the procedures to follow if they have any concerns regarding the safety or welfare of children.

Quality of teaching, learning and assessment is good

Staff seek detailed information from parents about their children's interests and abilities when they start. They use this information to provide children with activities linked to their interests. Children develop good reading and writing skills. For example, staff enthusiastically read books to the children and encourage them to recognise letters and sounds in their play. Children have many opportunities to develop their small-muscle skills in preparation for learning to write. For example, children post coins into moneyboxes or pick up pasta with tweezers. Staff engage well with children while they play. For example, they listen perceptively and ask the children a range of questions.

Personal development, behaviour and welfare are good

Staff have high expectations of children's behaviour. They support children to use good manners and show care and concern for other children. Children learn to manage risks for themselves, including the safe use of play equipment. Children have regular opportunities to be physically active outside and in the gym. This contributes significantly to their physical development and well-being. Children enjoy taking the nursery camera home. They take pictures of their homes and family, and share their photographs with staff and their friends. This helps to support their confidence, self-esteem and communication skills.

Outcomes for children are good

All children, including those for whom the nursery receives additional funding, make good progress given their starting points. They are confident, active learners who are inquisitive and motivated to learn. Children build positive friendships with other children. They share and take turns with activities and quickly include newer children into their games. Children develop the necessary skills in readiness for the next stage in their learning.

Setting details

Unique reference number	EY277067
Local authority	Kent
Inspection number	1010245
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	24
Number of children on roll	60
Name of provider	Martine Janet Newton
Date of previous inspection	18 March 2015
Telephone number	07979 550802

Playwise nursery, out-of-school club and holiday play scheme registered in 2003 and is located in Ramsgate, Kent. The nursery is open Monday to Friday from 9am to 6pm, all year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports disabled children, those who have special educational needs and children who speak English as an additional language. The nursery employs nine members of staff, three of whom hold qualifications to level 6 or above.

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Piccadilly Gate
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