

Beltinge Day Nursery

Reculver C of E Primary School, Hillborough, HERNE BAY, Kent, CT6 6TA



Inspection date

2 March 2016

Previous inspection date

2 July 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff's quality of teaching and interactions with children is inconsistent. The manager does not effectively monitor their practice to develop their skills and knowledge.
- Staff are not effectively using their observations and assessments of children to track and monitor their progress. For example, they do not identify gaps in individual or specific groups of children's learning.
- Children's assessment folders are not always easily available to allow parents and carers to contribute their observations, and be involved fully in their children's learning.
- The manager has not made effective use of self-evaluation to identify all weaknesses in practice in order to raise outcomes for children.

It has the following strengths

- Parents and staff work closely together to settle-in children and share information regarding their care. Staff provide ideas and suggestions for parents to help them provide their children with healthy, packed lunches.
- Staff have links with other professionals, such as speech and language therapists to support children who need additional help to catch up.
- Children have many opportunities to learn about the differences between themselves and others. For example, staff record children's kindness and achievements on paper hearts they place on the 'emotion tree'.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> develop further staff's skills, knowledge and practice to provide children with consistently good-quality teaching experiences that help them make the best possible progress 	30/03/2016
<ul style="list-style-type: none"> improve the use of observations and assessments to effectively track individual and groups of children's progress to identify any gaps in their learning. 	30/03/2016

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

- develop further parents involvement in their children's learning, to promote a more consistent approach to supporting their progress
- make effective use of self-evaluation to identify weaknesses in practice in order to target areas for improvement.

Inspection activities

- The inspector looked at all areas used by children in relation to their safety.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including children's records, planning information and some policies and procedures, including safeguarding procedures.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents to take account of their views.

Inspector
Sara Garrity

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff have a sound understanding of their responsibilities to safeguard children. The manager effectively deploys the well-qualified staff around the nursery to supervise children. Staff complete regular risk assessments to identify possible hazards and keep children safe. The new manager is working closely with the committee, staff and parents to drive forward improvements. However, this has not yet successfully identified and addressed all weaknesses. For example, not all staff use their knowledge and skills to provide children with good-quality teaching. The manager does not effectively monitor children's learning to ensure children's progress is consistently tracked. For example, staff are not always able to see gaps in individual or groups of children's learning. Staff have links with local schools and other settings that children attend to share information about their interests and learning.

Quality of teaching, learning and assessment requires improvement

Children have some opportunities to develop their language and communication skills. For example, staff ask children questions and encourage them to take part in conversations. However, staff who work with the younger children do not consistently engage with them to extend their learning and enjoyment of activities. Children have many opportunities to explore using their senses. For example, they play musical instruments and investigate the different materials on textured walls. Children have good opportunities to develop their interest in literacy. They enjoy sharing books with friends in the cosy areas.

Personal development, behaviour and welfare are good

Children learn about the importance of exercise and a healthy diet. They have daily opportunities to explore and play in the outdoor environment. Staff encourage children to 'have a go' and praise their achievements. For instance, they celebrate children's skills when they master balancing on beams to extend their physical skills. Children learn how to manage their emotions and how to socialise with adults and other children. For example, staff teach them how to share and take turns when they make cakes.

Outcomes for children require improvement

Children, including those with special educational needs, make suitable progress from their initial starting points. However, due to the variable quality of teaching, children's learning is not consistently extended to help them make the best possible progress. Children are confident, independent and lead their own play. They learn to recognise when they are hungry and help themselves to snacks. Staff encourage them to manage their own self-care routines in readiness for the next stage in their learning and their eventual move to school.

Setting details

Unique reference number	127013
Local authority	Kent
Inspection number	825393
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 - 4
Total number of places	36
Number of children on roll	57
Name of provider	Beltinge Day Nursery Committee
Date of previous inspection	2 July 2010
Telephone number	01227 366311

Beltinge Day Nursery registered in 1992. It operates from a building in the grounds of Reculver Primary School, in Reculver, Kent and is committee run. The nursery opens for five days a week from 9am to 3pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. They also receive funding for the Early Years Pupil Premium. The nursery employs 16 staff, including the manager and an administrator. Most staff who work directly with children hold an early years qualification.

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