

Canterbury Day Nursery, Holiday Playscheme and ASC

Havelock Street, Canterbury, Kent, CT1 1NP



Inspection date

16 May 2016

Previous inspection date

5 August 2013

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

Summary of key findings for parents

This provision is good

- The manager and staff monitor the progress of individual babies and children and also that of varying groups of children. This helps to enable them to identify gaps in learning and to provide appropriate interventions, for example, through effective partnerships with others.
- Strategies to help children with their move to school are excellent. For example, children are engaged in a number of rich school preparation opportunities and also take home a workbook to explore their early handwriting skills with their parents.
- Children show extremely high levels of confidence in social situations. They have an exceptionally positive sense of themselves and their place in the world.
- Children and babies learn to respect and fully value each other's differences, and they gain an in-depth understanding of diversity beyond their immediate experiences.
- Children and babies make good progress in regards to their starting points.

It is not yet outstanding because:

- Staff deployment and the organisation of daily routines are not always fully effective. For example, at lunchtime staff do not always sit with the children to engage them in discussions, and some children then become restless, such as when they have to wait for their meals.

What the setting needs to do to improve further

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

- review and revise daily routines and staff deployment to better engage children in their learning.

Inspection activities

- The inspector observed activities and the interactions between staff and children in the indoor and outdoor environments.
- The inspector took part in a joint observation with the manager.
- The inspector took account of parents' views through discussion with them.
- The inspector viewed a range of written documentation, including children's development records and policies and procedures.
- The inspector spoke to staff and managers about different aspects of their roles, including planning and safeguarding.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The managers devise actions plans from the setting's self-evaluation to help to continually improve the quality of the provision. These action plans are carefully planned, well targeted and effective. For example, literacy skills in boys have significantly improved following the development of opportunities to enable children to learn letters and sounds and use their early writing skills in the outside areas. A well-established programme of professional development helps staff to improve their knowledge, understanding and practice. For instance, staff recently attended training in enhancing family involvement in children's learning. From this, staff have devised a project to build on this at the setting. Safeguarding is effective. Staff implement their safeguarding procedures effectively and know where to refer their concerns for children's welfare.

Quality of teaching, learning and assessment is good

Staff have a secure knowledge and understanding of how to support children's learning and development. Staff skilfully build on children's interest and extend their learning, for example, they ask questions to encourage children to think for themselves. Staff undertake regular observations and assessments of children's progress and plan effective next steps in their learning. Parents contribute to starting points, termly tracking documents and attend regular parent consultation meetings. This helps to provide a consistent approach to children's development.

Personal development, behaviour and welfare are outstanding

Staff provide a highly stimulating environment and a very wide range of activities. Children are highly motivated and very eager to join in and participate. Children display exceptionally high levels of confidence. For instance, they very eagerly stand in front of a group of their friends and sing, and they are extremely keen to take part in a weekend news activity where they tell their friends about what they have been doing. Staff are excellent role models for children and enthusiastically encourage and praise children for their efforts and cooperation. A well-established key-person system helps children to form extremely secure attachments. Children have an excellent understanding of the importance of exercise and engage in rich opportunities to enhance their physical skills.

Outcomes for children are good

Children show good levels of independence and they are prepared well for their next stage in learning. For example, older children participate in physical education sessions and they practise changing into their sports kit. Younger children freely move between the indoor and outdoor areas, taking the lead and following their chosen play experiences. For instance, they use spray bottles and brushes to create patterns with water on paper and explore what happens when they add water to mud.

Setting details

Unique reference number	127078
Local authority	Kent
Inspection number	1028472
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	0 - 8
Total number of places	60
Number of children on roll	123
Name of registered person	The Canterbury Day Nursery, Holiday Playscheme and After School Club Committee
Registered person unique reference number	RP518906
Date of previous inspection	5 August 2013
Telephone number	01227 454557

Canterbury Day Nursery, Holiday Playscheme and After School Club registered in 1977. The group is run by a registered charity committee. The setting is open each weekday from 8am to 6pm all year round, closing at Christmas and for bank holidays. The setting receives funding to provide free early years education for children aged two, three and four years. There are 31 staff in total, including the management team and a chef. Of the childcare staff, a significant majority hold relevant qualifications to at least level 3.

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