

Playaway Nursery School at Herne Bay High School

Herne Bay High School, Bullockstone Road, Herne Bay, Kent, CT6 7NS



Inspection date

8 December 2016

Previous inspection date

11 July 2013

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

- Management and staff monitor and assess children's progress effectively. This helps them identify where individual or groups of children need extra support and provide appropriate help quickly. All children make good progress from their starting points.
- Staff are highly effective at developing children's mathematical skills. For example, they often and appropriately challenge children's counting, number recognition and their awareness of space and measure within different activities.
- Children develop strong relationships with their key person. Staff are responsive to the younger children's needs and develop sensitive and stimulating relationships with children. Children receive effective support as they move on through the nursery.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment is rich in positive cultural images, including books and role play resources.

It is not yet outstanding because:

- Staff sometimes direct children excessively during activities and do not enable them to fully explore and learn through trial and error.
- Children are not able to consistently make choices and follow their interests as many toys and resources are not stored effectively.

What the setting needs to do to improve further

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

- make sure that children are not overly directed by staff during activities, to enable them to explore and engage more effectively in the activities
- revise the organisation of resources to further enable children to make choices and follow their play interests.

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 and held discussions about children's learning and progress.
- The inspector took account of parents' views through discussions.
- 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

Management supports and coaches staff to help improve the quality of their practice. For example, staff have recently accessed training to improve opportunities for children, particularly boys, to help extend their mathematical skills. Leaders' self-evaluation is accurate and includes the views of parents and staff to help them effectively target areas for improvement. For instance, following staff reviews, they have recently adjusted the layout of the main room to build on children's engagement further. Staff are good role models for children. The relationships between staff help children learn to behave well towards each other. Safeguarding is effective. All staff keep their safeguarding knowledge up to date, such as on new legislation, and understand their role to protect children. They have a secure knowledge of the reporting process to follow if they have concerns about a child's welfare. Staff carry out thorough risk assessments of all learning areas.

Quality of teaching, learning and assessment is good

Staff accurately observe and assess children's levels of development. They plan effectively to challenge children's learning. Staff skilfully challenge children in their play and learning experiences throughout the day. For instance, children enthusiastically explored the garden area with digging and magnifying equipment to find insects. The activity positively encouraged turn taking, sharing and the children's understanding of the world. Staff enable parents to be fully engaged in their children's learning and achievements. For example, parents contribute to the assessment of their children's starting points as well as termly tracking documents, helping to provide a consistent approach to children's development.

Personal development, behaviour and welfare are good

Staff encourage children to be independent. For example, children help to lay the table, prepare their own snack, and dress and undress themselves appropriately for the outdoors. This helps to prepare them well for the next stages in their learning. Staff build on children's confidence and sense of belonging very well. For example, they constantly praise children for their achievements. Staff help children to develop a good awareness of healthy lifestyles. For example, they provide nutritious snacks and children help to grow fruits and vegetables in the garden.

Outcomes for children are good

Children are confident, enthusiastic learners who make good progress in their learning. They develop their creativity and learn to think critically. For instance, children are able to identify risks and manage their behaviour well to minimise these risks. Children enjoy opportunities to extend their physical development. For example, they find different small farm animals in the straw using tweezers and challenge themselves on the large climbing equipment outdoors.

Setting details

Unique reference number	EY368662
Local authority	Kent
Inspection number	1062135
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	1 - 4
Total number of places	35
Number of children on roll	31
Name of registered person	Alice Mogg
Registered person unique reference number	RP513936
Date of previous inspection	11 July 2013
Telephone number	01227 742 678

Playaway Nursery School at Herne Bay High School opened in 2008. It is located in a building within the grounds of a secondary school in Greenhill, Herne Bay, Kent. The setting operates from two classrooms. The setting is open each weekday from 8am to 3.30pm, for 47 weeks of the year. There are nine members of staff, of whom seven hold a relevant early years qualification 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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