

Beltinge Day Nursery

Reculver C of E Primary School, Hillborough, Herne Bay, Kent, CT6 6TA



Inspection date

17 January 2017

Previous inspection date

2 March 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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:

- Some improvements have been made since the last inspection. However, the manager and staff are only just implementing these improvements to bring about sustainable changes.
- The quality of staff teaching is inconsistent. Planned activities do not always provide children with the appropriate challenge to develop their learning further. Not all children make the best possible progress from their starting points.
- The manager does not make full use of children's learning assessments to track specific groups of children to ensure she clearly identifies and addresses any gaps in the areas of learning.
- The daily routine does not meet all children's needs. On occasions, children's own play and learning are interrupted to join in less-challenging planned activities.
- At times, staff do not encourage children's creativity and give them opportunities to develop their ideas with music.

It has the following strengths

- Parents and staff work closely together to exchange information about their child's learning, interests and care routines. This helps children to settle quickly and gives parents some ideas for home learning.
- Staff are good role models and enable children to have a clear understanding of boundaries and behaviour expectations. Children behave well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure all planned activities provide children with appropriate challenge and interest based on their individual interests, needs and stages of development	30/01/2017
■ improve the use of assessment to effectively track groups of children's progress to identify any similar gaps in their development and in the areas of learning.	30/01/2017

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

- develop self-evaluation to ensure areas for improvement are clearly identified and followed through to improve children's outcomes
- review and improve the daily routine to ensure that it meets the needs of all children and changes in activities do not interrupt children unnecessarily when they are engrossed in their own learning
- increase children's opportunities to be creative and explore the available music resources.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector sampled a range of documentation, including key policies and procedures, the improvement plans and children's development records.
- The inspector took account of parents' views through discussions.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held meetings and discussions with the manager in relation to observations of children's play, learning and progress.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. For example, staff attend meetings where the manager ensures they can identify child protection concerns and know the procedures to follow. The manager evaluates the nursery and since the last inspection has had to make changes, including a reduction in the staff team. Some improvements have been made to develop practice with the support of the local authority and recent training helped staff support children's communication and language development well. However, changes have not had a full impact on staff practice and not all weaknesses are successfully identified and addressed. The manager meets regularly with staff to help improve practice and further support is planned to develop this more. This includes training to make the best use of recent additional funding to improve support for individual children.

Quality of teaching, learning and assessment requires improvement

At times, teaching is effective. For example, staff extend children's physical, mathematical and thinking skills well as they are encouraged to design and build an obstacle course outside, where they go 'over' and 'round'. Staff encourage children to value diversity, such as when they celebrate different festivals from around the world. They observe children to help support them in their next steps of learning. However, children's progress assessments are not used well to check if there are any similarities in learning gaps for specific groups of children, for staff to support. Not all staff use their skills and knowledge of children's abilities well to plan good-quality and challenging learning experiences.

Personal development, behaviour and welfare are good

Children build strong bonds with their key person. This helps them settle easily and confidently interact with others. Staff develop children's independence well and support healthy eating. For example, children manage to put their coats on without any help and willingly cut up pieces of cucumber for snacks. Staff effectively support children's physical development. For example, they use the interesting outdoor areas and staff discuss risks and safety, such as when children use the bikes. Staff work closely with other early years workers to support children who have special educational needs and/or disabilities. They encourage children to value diversity as, for instance, they plan activities that celebrate different festivals from around the world.

Outcomes for children require improvement

Children gain some skills that help prepare them for the move to school. For example, they recognise their name by finding their name card for their snack and enjoy reading books with staff, picking out the details in the pictures. Children have positive social skills. They play well with each other and make free choices in their play. However, they do not make the best possible progress due to inconsistencies in the quality of teaching.

Setting details

Unique reference number	127013
Local authority	Kent
Inspection number	1081843
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	94
Number of children on roll	36
Name of registered person	Beltinge Day Nursery Committee
Registered person unique reference number	RP522783
Date of previous inspection	2 March 2016
Telephone number	01227 366311

Beltinge Day Nursery registered in 1995. It operates from a building in the grounds of Reculver Primary School in Reculver, Kent, and is committee run. The nursery opens Monday to Friday 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. The nursery employs eight staff, including the manager and an administrator. Of these, six staff hold an early years qualification to level 3.

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