

# Glebe House Day Nursery Ltd



226 New Hythe Lane, Larkfield, AYLESFORD, Kent, ME20 6PT

## Inspection date

21 June 2017

Previous inspection date

12 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff build positive relationships with parents and keep them fully involved in their children's learning. For instance, they encourage parents to add information about their children's achievements at home to their learning records.
- Children of all ages develop good communication skills. For example, staff ask older children challenging questions to extend their thinking. They use different tones of voice and facial expressions to interact with babies effectively.
- There is a good range of ways for children to develop their understanding and respect for other people and countries in the world, for example, they learn Spanish.
- Staff know individual children well and support them to settle confidently and happily into play. Children develop a good sense of belonging and positive well-being.
- Children learn positive skills to support their future learning. For example, older children write their names and recognise letters and simple words with confidence.
- The managers monitor the quality of care and teaching staff provide well. For instance, they observe staff teach and provide them with helpful advice.

### It is not yet outstanding because:

- Staff do not make the most out of opportunities to communicate with other settings children also attend. This does not help them to provide an even more consistent approach to children's shared care and learning to support their progress further.
- Staff miss opportunities to consistently encourage children to fully understand the importance of using good manners to develop their future life skills even further.

## What the setting needs to do to improve further

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

- extend the ways to communicate effectively with other settings children also attend to help develop a more consistent approach to their care and learning experiences
- build on the consistency of role modelling and encouraging good manners in order to fully support children to understand the importance of being polite.

### Inspection activities

- The inspector observed staff's interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the nursery.
- The inspector spoke to children, parents and staff and took their views into consideration.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The managers and staff work well together to effectively evaluate their current practice. For example, they have weekly room meetings to discuss the weekly events and the impact of any changes made. Staff use the discussions to support their action plans. This helps them to ensure that they keep children engaged and motivated to learn. The managers and staff are keen to continue to build on their skills and knowledge further. They attend regular training, for example, they learn how to manage children's behaviour in more extensive ways, like through the use of visual prompts. Safeguarding is effective. All staff, including the managers, have a good knowledge of the safeguarding procedures to follow and who to contact to seek advice. Staff help protect children's safety and welfare. For example, they complete thorough risk assessments to help keep the setting safe.

### Quality of teaching, learning and assessment is good

The managers and staff closely monitor children's individual progress. This helps them quickly highlight any gaps in development and provide support for children to catch up in their learning. Staff help children manage their move to school well. For example they support children in developing more complex skills, like independently doing up zips and tying their shoelaces. Staff skilfully build on children's interests. For example, children who enjoy dinosaur books go on to hunt for dinosaur bones in soil. Babies have good opportunities to develop their senses and investigate materials as they explore interesting textures, such as ice and jelly.

### Personal development, behaviour and welfare are good

Children behave well. For example, they independently resolve minor conflicts and are happy to share and take turns with their friends. All children have good opportunities to develop their physical abilities. For example, older children explore more complicated movements on larger equipment, such as the monkey bars. Younger children explore different ways they can move, such as crawling through tunnels and balancing on rockers. Children gain good physical well-being. For instance, older children are keen to have an active role in preparing and serving their own healthy foods. Staff ensure that babies' have a good balance of rest and exercise daily, such as sleep, dancing and walks to the local parks.

### Outcomes for children are good

Children of all ages and abilities make good progress in relation to their starting points. They develop good early mathematical skills. For example, older children recognise and order numbers and confidently count up to 20 as they play. Children learn more complex ideas, for example, they understand about life cycles and the natural world. For example, they are keen to care for the chickens and collect their eggs daily.

## Setting details

<b>Unique reference number</b>	127202
<b>Local authority</b>	Kent
<b>Inspection number</b>	1068453
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Glebe House Day Nursery Limited
<b>Registered person unique reference number</b>	RP907613
<b>Date of previous inspection</b>	12 February 2014
<b>Telephone number</b>	01732 844982

Glebe House Day Nursery Ltd registered in 1995. It is located in Larkfield, Kent. The nursery is open Monday to Friday, from 7.30am until 6.30pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 28 members of staff, 11 of whom hold relevant early years qualifications at level 3. One member of staff holds a relevant early years qualification at level 4, one member of staff holds an early years degree and one member of staff holds early years professional status.

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