

Forest Park Day Nursery & Pre-School



Units 3 & 3a, Birchlands Business Centre, Tunbridge Wells, TN2 5JH

Inspection date

26 July 2017

Previous inspection date

14 May 2014

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

- Senior leaders recognise the important role that parents play in their child's learning. They and the staff have forged strong partnerships with parents. Parents value the daily conversations, as well as the more formal opportunities they have to discuss their child's learning and development.
- Children feel safe. They happily engage in activities and their behaviour is good. All children have trusting relationships with adults, which helps to support their emotional well-being.
- Key persons work closely with parents to find out what children can do when they start at the nursery. Staff make regular observations of children as they play and learn and use this information to plan suitable activities to support children's next steps in learning. All children make good progress.
- Information about children's achievements is shared with schools and other settings they attend. This helps to support a consistent approach to children's learning.

It is not yet outstanding because:

- Staff do not use all opportunities to build on children's understanding of mathematical vocabulary.
- At times, children's thinking skills are not sufficiently challenged because staff do not give them enough time to respond, either verbally or through actions.

What the setting needs to do to improve further

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

- use all opportunities to extend children's understanding of mathematical vocabulary and language
- challenge children's thinking skills further and give them time to consider, formulate their responses and experiment before adults make suggestions or give demonstrations.

Inspection activities

- The inspector examined a range of documents, including those relating to safeguarding children and managing their behaviour.
- The inspector checked evidence of the suitability of the staff and looked at children's learning and progress records.
- The inspector and the manager observed members of staff interacting with children and discussed their practice.
- The inspector read the improvement plans and held meetings with the manager and deputy manager.
- The inspector read parental comments, spoke to parents and children, and took their views into consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The staff understand how to keep children safe and know whom to inform if they have a concern about a child's safety or welfare. Self-evaluation is accurate and includes the views of parents and children. For example, older children have helped to re-organise the pre-school room. The environment is checked daily to make sure it is safe for children and to minimise the risk of accidents. Children who have special educational needs and/or disabilities are supported effectively, with guidance from external professionals as needed. Children's progress is checked and any delays in their learning are noted and addressed promptly. The manager supports her staff well. They are expected to keep their skills and knowledge up to date and have regular opportunities to discuss their practice and training needs.

Quality of teaching, learning and assessment is good

Staff provide an interesting, stimulating range of activities. Babies delight in shaking rattles and giggle at the noise they make. Their physical development is effectively encouraged. For instance, they print with water on fabric, climb steps and slide down a mini slide. Young children enjoy making marks, for instance, as they draw around their hands. Older children listen attentively and identify different objects that begin with particular sounds. Children of all ages enjoy stories. They join in with sounds and actions and comment on the pictures. Staff effectively support children's language development. They speak clearly to children and repeat words back to them with correct pronunciation.

Personal development, behaviour and welfare are good

Children follow established routines. For example, after eating, children of all ages put their plates into a bowl for washing. Staff encourage children to manage their own personal needs, such as independently using age-appropriate cutlery. Staff carefully explain how to take turns to young children, supporting their understanding of sharing. Children are encouraged to have a healthy diet and they sample the fruits that feature in a well-known story. Children develop self-confidence and learn to make choices, such as which kind of sandwich to have at teatime. Older children learn to negotiate and decide which brick should go where as they construct. Staff help children to recognise how they are the same as and different from others. They invite parents in to teach children well-known songs in different languages and to share traditional family foods with children. Children experience a wide range of cultures and recently learned about the festival of Holi.

Outcomes for children are good

Children are ready for the next stage of their education. They learn the days of the week and initial sounds of common words. They know in which month they were born. Children develop early writing skills and learn to use different tools to make marks. Children learn to dress themselves, such as putting on their own coats and shoes before they go outside to play in the fresh air. They listen to each other, and to adults, with respect.

Setting details

Unique reference number	EY468185
Local authority	East Sussex
Inspection number	1069715
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 - 4
Total number of places	82
Number of children on roll	112
Name of registered person	Claire Braidwood
Registered person unique reference number	RP906367
Date of previous inspection	14 May 2014
Telephone number	01892 512313

Forest Park Day Nursery & Pre-School registered in 2013. It opens five days a week, all year round. Opening times are from 7.30am to 6.30pm. The manager has early years professional status and 13 of the other staff have appropriate qualifications in childcare at level 3 or above. The nursery offers funding to children aged two, three and four years.

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