

Inspection date	17 August 2017
Previous inspection date	19 September 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

- Leaders work hard to help parents support their children's learning and development at home. Parents are appreciative of this. They have plenty of opportunities to discuss their children's learning and development, both formally and informally. Parents contribute photographs and other information from home, to help children to make books about their families.
- Children have trusting relationships with their key person and this helps to support their emotional well-being. Children's behaviour is good.
- Key persons work with parents to establish what children know and can do when they start at the nursery. From then on, staff make regular observations and plan appropriate activities to help children make good progress in their learning and development.
- Staff are supported effectively to help them improve their expertise and knowledge. There are regular meetings with senior staff to discuss their practice and identify training needs. For example, they have received training in how to assess children's learning effectively to help to identify gaps in children's learning.

It is not yet outstanding because:

- Staff do not provide children with enough opportunities to practise and develop their number skills, especially for those who prefer to learn outside.
- Sometimes, staff do not challenge children effectively to further extend their learning.

What the setting needs to do to improve further

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

- provide children with more opportunities to practise their number skills, especially those who prefer to learn outside
- ensure all members of staff challenge children effectively to develop their thinking skills and further extend their learning.

Inspection activities

- The inspector checked evidence of suitability for all members of staff.
- The inspector carried out joint observations of children's activities with the manager and discussed the learning that took place.
- The inspector held discussions about safeguarding procedures with the manager and with other members of staff.
- The inspector spoke to parents and children, and took account of their views.
- The inspector looked at documentation relating to children's progress and discussed this with the manager.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the signs that may cause them to be worried about a child's safety or welfare and the procedures to follow if a concern arises. Children who have special educational needs are supported effectively and, where necessary, the advice and expertise of external professionals are used. The manager regularly checks the progress of children and identifies delays in learning. She works with staff to plan activities to close these gaps. The manager has an accurate view of the effectiveness of the provision. She implements improvements, such as more effective communication with staff and parents via regular newsletters.

Quality of teaching, learning and assessment is good

Staff consistently support children's learning and development. This includes helping children to enjoy books and reading in all areas of the nursery. For example, children confidently choose their favourite books to either look at independently or share with an adult. Children use a range of different toys to help them understand technology. For example, they press buttons for things to happen and use keyboards. Staff help children effectively to gain good language and communication skills. For instance, they model clear speaking and actively encourage children to share in the singing of songs and rhymes. Children joyfully use their imaginations in their play, such as deciding that the 'treasure' they find in the garden has been left by pirates. They make 'mince pies' for Father Christmas and use crushed leaves to make chocolate brownies which they cook in the toy microwave.

Personal development, behaviour and welfare are good

Children freely choose their own resources and activities. Children understand the importance of turn taking and sharing. For example, they readily take it in turns to place the bricks on the tower they are building and patiently wait for their turn to serve themselves at lunchtime. They have good social skills, choosing to sit sociably at the table with friends to have a drink in the sunshine. Children are able to understand risk and to problem solve. For instance, children on a rotating see-saw found it catching on other equipment. They picked it up and moved it so they could rotate freely, making sure no other equipment was in the way. Children have opportunities to learn that people are all different. They sample foods that people from other cultures eat at special times, read stories from other countries and play with figures which depict different nationalities.

Outcomes for children are good

Children develop the skills and learning they need for the future, including school. They have a wide range of opportunities to practise their early writing skills. Children learn to write their names and to recognise common shapes and colours. Children show curiosity in their play. For example, as they dig in the garden, they wonder where the large root they find might have come from. They excitedly ask their friends to come and look at the ants they unearth. Older children can manage their own personal care needs effectively.

Setting details

Unique reference number	EY256535
Local authority	Kent
Inspection number	1070504
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	57
Number of children on roll	53
Name of registered person	Springles Limited
Registered person unique reference number	RP911261
Date of previous inspection	19 September 2014
Telephone number	01474 852225

Springles registered in 2003. It operates in West Kingsdown, Kent. It opens each weekday from 7am to 7pm, for 51 weeks of the year. The nursery employs eight members of staff, of whom six hold appropriate early years qualifications at level 3 or above. The provider receives funding for the provision of free early education for children aged two, three and four years.

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