

# Ashford Play Nursery

3 Wall Road, Ashford, Kent, TN24 8NZ



**Inspection date** 23 August 2017  
Previous inspection date 26 May 2015

<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

- Relationships between staff provide good role models for the children and influence their good, caring and considerate behaviour towards one another.
- Children are happy and settled in their welcoming and stimulating environment which is organised well to enable children to follow their interests and lead their own play.
- Children make the most of a wide range of opportunities to help enhance their early handwriting skills. These opportunities effectively meet the different needs and abilities of the individual children.
- Partnerships with parents are strong and staff use various ways to engage and involve parents effectively in the nursery and their children's learning. Parents value the good-quality care their children receive.
- All children make good progress in their learning and development from their starting points.

### It is not yet outstanding because:

- The manager does not use the methods for monitoring children's development to precisely identify trends and gaps in learning of different groups of children to ensure they all make continuous and sustained progress.
- Staff do not always give children the opportunity to effectively respond to challenges or enhance their problem-solving and thinking skills effectively.

## What the setting needs to do to improve further

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

- strengthen the monitoring of groups of children's progresses to identify gaps in areas of learning and development more precisely
- consistently make the most of opportunities to maximise children's thinking and problem-solving skills.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning and the children's assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of the leadership and management is good

The manager continually improves the quality of staff practice through the provision of relevant training and individual support to raise standards in teaching. For example, staff accessed training to gain information and skills to help enhance children's progress in their understanding and speaking. The manager accurately evaluates the provision. She includes the views of staff, parents and children to help identify areas for further improvement. For example, children enjoy new role-play opportunities and explore different mathematical concepts, such as size and measurement. Safeguarding is effective. All staff keep their safeguarding knowledge up to date and are fully aware of current legislation.

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

Staff accurately assess individual children's development and effectively plan for their next steps in learning with parents. Staff understand what children know and how they can further support children's good development. For example, as children explore different model animals, they are encouraged to consider the differences between them. Staff effectively extend their learning, such as providing them with magnifying glasses to explore the animal patterns and colours even further. However, on occasions, staff do not always give children time to use their thinking skills and respond to questions asked.

### Personal development, behaviour and welfare are good

Children know what is expected of them and follow the clear rules that they help set. Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements. Children enjoy serving up their own snacks and preparing the lunch table with the equipment required for their meals. This helps enhance their independence skills. Staff help children to develop their growing awareness of healthy lifestyles. Children are provided with a choice of nutritious snacks and meals, and staff engage children in conversations about healthy food choices. Children develop a good understanding of diversity beyond their own family. For instance, the environment is rich in dual-language displays and resources that positively promote diversity.

### Outcomes for children are good

Children play and explore cooperatively together and confidently communicate their needs, ideas and views. For example, despite conflicting roles within their role play, children come together and create games and stories in which they can all be included and valued. Children develop the skills needed for their future learning and move to school. They give meanings to the marks they make as well as identifying and writing their own names.

## Setting details

<b>Unique reference number</b>	126983
<b>Local authority</b>	Kent
<b>Inspection number</b>	1089323
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Valerie Webb
<b>Registered person unique reference number</b>	RP512472
<b>Date of previous inspection</b>	26 May 2015
<b>Telephone number</b>	01233 638960

Ashford Play Nursery registered in 1984 and is one of four privately owned nurseries. It is open from 8.30am to 5.30pm, all year round. The provider employs eight staff, all of whom hold early years qualifications. The nursery receives funding for free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

