

Beltinge Day Nursery

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



Inspection date	17 January 2018
Previous inspection date	17 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 establish trusting and secure relationships with children. Children are happy and settle confidently into their play. Children have positive levels of well-being.
- Children have good opportunities to explore the natural world. For example, they enjoy looking at bugs, such as grasshoppers, up close with magnifying glasses.
- Staff establish positive relationships with parents and keep them well involved in their children's learning. For instance, they regularly share resources and activities with them to enjoy at home, such as letter recognition games.
- Children have good opportunities to develop their early mathematical skills to support their future learning. For example, they recognise numbers and count with confidence.
- The manager includes staff effectively to evaluate their practice together. For instance, they regularly observe each other's teaching and provide helpful advice to support their future practice and action plans. This helps keep children motivated to learn.
- Children have good opportunities to challenge their physical skills. They negotiate different movements as they build obstacles using equipment such as stepping stones.

It is not yet outstanding because:

- Staff do not make the most of opportunities for children to develop further respect and understanding of other people's similarities and differences in the wider world.
- Staff miss some opportunities to consistently encourage children to fully understand the consequences of their behaviour and resolve minor conflicts with greater independence.

What the setting needs to do to improve further

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

- extend children's opportunities to develop further their respect and understanding of other people's similarities and differences in the wider world, outside of their own communities and beliefs
- build on children's opportunities to fully understand the consequences of their behaviour and resolve minor conflicts more maturely to develop their social skills even further.

Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors the consistency of care and quality of learning staff provide children. She has made good improvements since the last inspection. For example, she holds regular individual meetings to set challenging targets to help staff improve their performance. The manager supports staff well to attend a good range of training to extend their knowledge and skills. For example, they have learned about the different ways to interest children in technology. Positive changes to practice since the last inspection ensure that changes in routines provide children with uninterrupted learning opportunities. Staff establish positive partnerships with other early years professionals. For example, they share children's achievements with settings they also attend. They provide a good consistent approach to children's shared care and learning. The manager uses additional funding effectively to meet children's individual learning needs, such as purchasing additional resources of interest to help them learn. Safeguarding is effective. The manager and staff have a good understanding of the safeguarding and child protection procedures to follow to help protect children's safety and welfare and keep them safe.

Quality of teaching, learning and assessment is good

Staff have improved their observation, assessment and planning well since the last inspection to help them prepare children for their move to school. For example, children give meaning to marks they make and write simple words with confidence. Staff skilfully extend children's interests. For instance, children who enjoy learning about healthy foods excitedly prepare carrots to make homemade soup. Staff support children to develop good communication skills. For example, children are keen to communicate their ideas and answer challenging questions with confidence. Children have good opportunities to be creative and make marks in interesting ways, such as rolling conkers in paint.

Personal development, behaviour and welfare are good

Staff are positive role models. Children are polite and play happily together. They take turns and share resources happily, for example, in team games such as hopscotch. Children receive good support to develop their understanding of healthy lifestyles. For example, they independently choose whether to exercise outdoors or enjoy quieter activities in the reading dens. Children have good opportunities to develop their smaller movements and hand-eye coordination. They enjoy threading string 'snakes' through the jungle cargo net.

Outcomes for children are good

Children of all ages make good progress in relation to their starting points, including those who have special educational needs (SEN) and/or disabilities. Children develop good early reading skills to support their future learning. For instance, younger children enjoy age-appropriate books and older children confidently recognise letters and simple words. Children have good opportunities to experiment. For example, they enjoy exploring the concept of solidifying and melting liquid during ice play.

Setting details

Unique reference number	127013
Local authority	Kent
Inspection number	1083539
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	30
Number of children on roll	34
Name of registered person	Beltinge Day Nursery Committee
Registered person unique reference number	RP522783
Date of previous inspection	17 January 2017
Telephone number	01227 366311

Beltinge Day Nursery registered in 1995. The nursery is open Monday to Friday from 9am until 3pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs seven members of staff, five of whom hold a relevant early years qualification at level 3.

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