

Inspection date	23 March 2018
Previous inspection date	28 May 2015

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

- The manager is a confident leader who demonstrates a consistent and successful commitment to improvement. She works hard with her staff to develop teaching and the learning environment.
- The manager effectively monitors children's progress and quickly identifies those who require extra support, including those who have special educational needs. She works well with other professionals to close any gaps in their learning and development.
- Teaching is very good. Staff know the children well and plan exciting and stimulating activities that meet their individual needs and interests. All children make good progress as they develop the skills they need for their future learning, including school.
- Children behave very well. They thrive on the positive praise and encouragement they receive as they play happily and safely with their friends. All children have formed strong bonds with the nurturing staff.
- Parents are full of praise for the care their children receive in the nursery. They feel included in their children's learning and value the high level of communication with staff.

It is not yet outstanding because:

- The manager and staff do not routinely include children's views in their good self-evaluation process to help them assess the impact of practice and the environment on children's learning and experiences.
- Staff do not always make the most of opportunities to build on children's awareness of people's similarities and differences.

What the setting needs to do to improve further

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

- develop ways to seek and use children's views and comments to help evaluate the impact of nursery practice on their learning and experiences
- increase opportunities to encourage children's understanding of diversity and differences in society.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outdoors.
- The inspector conducted a shared observation with the manager.
- The inspector spoke with staff, children and parents at suitable times throughout the inspection. The inspector sampled parents' questionnaires and letters, and took account of their views.
- The inspector held meetings with the manager and deputy manager.
- The inspector looked at a range of documentation, including records of children's progress, the nursery's self-evaluation and improvement plans, and policies and procedures.

Inspector

Alison Martin

Inspection findings

Effectiveness of the leadership and management is good

The manager understands how to evaluate the quality of the nursery and makes sharply focused improvement plans to help improve children's learning. She provides regular feedback and training to help the well-qualified staff develop their knowledge and practice. For example, following training, staff have planned innovative ideas that support boys' learning in the nursery. Safeguarding is effective. The manager regularly updates her policies and procedures, and ensures all staff know what they would do if they were concerned about a child's welfare.

Quality of teaching, learning and assessment is good

Staff make regular observations and accurate assessments of children. They meet children's needs with challenging and enjoyable activities, such as hammering golf tees into a melon, or stretching and bending as they practise yoga. Staff consistently support children to develop good communication and language skills. For example, while singing about rowing a boat, babies enthusiastically join in with the actions. Older children laugh as they share jokes in a story book. Staff skilfully encourage children to express their thoughts, such as when they help them write their own stories or to create pictures with paint. Young children are fascinated when they explore real-life resources, such as metal spoons and pans. Staff have developed successful ways of engaging parents in their children's learning, such as lending them story books to share at home.

Personal development, behaviour and welfare are good

Children have developed good relationships with all staff and they settle quickly. They grow in confidence as staff help them gain independence and play safely. For example, they concentrate hard as they put butter on their toast and cut it up during snack time. Children enjoy plenty of physical exercise in a safe and challenging environment. For example, they squeal with delight as they roll down the slope outside. Older children respect the safety needs of younger children, such as by walking indoors so they do not bump into one another. Children like to share photographs and talk about their families and lives. They regularly explore their local environment on short trips, such as to the shops and woods.

Outcomes for children are good

Children are making good progress from their starting points. They are motivated and happy as they explore and learn with their friends. Children use their growing mathematical skills, for example, when they measure dry pasta into containers or count aloud while they play. Young children explore textures and shapes, and older children develop skills for writing as they draw and paint. They are keen and enthusiastic when trying new activities and develop skills to support them in being successful learners, ready for their move to school.

Setting details

Unique reference number	EY428701
Local authority	Kent
Inspection number	1094885
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	1 - 4
Total number of places	19
Number of children on roll	39
Name of registered person	Elizabeth Anne Wells
Registered person unique reference number	RP909589
Date of previous inspection	28 May 2015
Telephone number	01303260303 07724736574

Lullabies registered in 2011 and is located in the grounds of Palmarsh Primary School in Hythe, Kent. The nursery is open each weekday from 8am to 6pm, for 50 weeks of the year. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 10 members of staff, eight of whom hold appropriate early years qualifications from level 2 to level 6.

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