

Canterbury House Nursery

59-61 Canterbury Road, Willesborough, Ashford, Kent, TN24 0BH



Inspection date

13 April 2018

Previous inspection date

24 July 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

- Staff know the children well. They plan challenging and varied activities that encourage children to think, and have fun while they learn.
- Leaders are aware of the strengths and weaknesses of the nursery. They show a good commitment to developing the curriculum and environment, to improve outcomes for all children.
- All children make good progress, including those who have special educational needs or speak English as an additional language. Leaders monitor their progress well. They swiftly notice and intervene, to put effective measures in place to prevent children from falling behind in their learning and development.
- Children have made good relationships with staff. Staff provide consistent emotional support, as children learn to be sociable and develop skills for their future learning, including when they go to school.

It is not yet outstanding because:

- Staff do not consistently obtain precise information from parents when children first join the nursery, to help them quickly and accurately assess children's learning needs.
- Parents and children do not have opportunities to share their views about the nursery, to help staff and leaders identify areas for improvement.

What the setting needs to do to improve further

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

- establish what children already know and can do when they first join the nursery, to enable staff to quickly identify and prioritise their learning needs
- enable parents and children to regularly share their views about the nursery and contribute ideas for development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector sampled relevant documentation, such as evidence of staff suitability checks and children's records.
- The inspector spoke to some parents and took account of their views.

Inspector

Alison Martin

Inspection findings

Effectiveness of the leadership and management is good

The manager undertakes regular meetings and provides training, to support the well-qualified staff to develop their skills and knowledge. For example, the teaching of mathematics has significantly improved following training and discussions at staff meetings. Safeguarding is effective. The manager consistently checks staff knowledge of how to keep children safe. They know what to do if they are concerned about their welfare. They seek advice and work well with other professionals, such as speech therapists and social workers, to ensure all children are making progress in their learning and development.

Quality of teaching, learning and assessment is good

Staff observe the children closely and build on their interests well. For example, the children are totally absorbed and focused as they build a den outside with different materials and fabric. Staff support children to develop their ideas and talk about what they are trying to do. For instance, children are encouraged to guess what colour they will make as they swirl and mix slime. Staff listen carefully to what children say. They provide them with new words to express their thoughts and to extend their conversations. They develop children's mathematical understanding well in spontaneous and naturally occurring situations. For example, children count how many pieces they have cut from a whole banana, as they prepare their snack.

Personal development, behaviour and welfare are good

Children are confident and happy in the positive, safe and welcoming environment. They understand the needs of others and demonstrate good behaviour towards one another. For instance, children patiently wait to take turns to ride on the rocking horse. They learn about similarities and differences, for instance, as they talk about the lives of others in their community. For example, parents and children are encouraged to share special occasions, such as birthdays and festivals. Children learn to care for living things and develop empathy, as they help look after the nursery pets and grow plants. They learn to be healthy, as they enjoy nutritious meals with their friends and develop their physical skills through exercise, such as when they ride the tricycles outside.

Outcomes for children are good

Children confidently explore the nursery and demonstrate very good focus and concentration during activities. They develop their good independence skills, such as when they put on their coat by themselves or pour their own drink. They quickly learn the skills they need for their future learning, such as counting and writing their name. They are sociable and happy, as they share jokes and laugh together. They learn to negotiate and take turns, so that everyone can be included equally in their play.

Setting details

Unique reference number	EY277334
Local authority	Kent
Inspection number	1128946
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	40
Number of children on roll	47
Name of registered person	Janet Sheriff
Registered person unique reference number	RP514305
Date of previous inspection	24 July 2015
Telephone number	01233 642497

Canterbury House Nursery in Ashford, Kent registered in 2003. The nursery opens from 8am to 5.30pm on Monday to Friday, for 51 weeks of the year. The nursery receives early education funding for children aged two, three and four years. There are six staff who work with the children, five of whom hold appropriate early years qualifications from level 3 to level 6.

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