

# Spring Lane Pre-School & Day Nursery

Asquith Day Nursery, Spring Lane, CANTERBURY, Kent CT1 1SW



<b>Inspection date</b>	3 August 2018
Previous inspection date	25 September 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 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

### The provision is good

- Staff establish secure and trusting relationships with children. For example, they visit them at home to get to know them in their familiar surroundings. Children have positive levels of well-being and a good sense of belonging at the nursery.
- Staff establish positive relationships with parents and keep them fully informed. For instance, they regularly share activity and recipe ideas for them to enjoy at home.
- The manager and staff effectively evaluate their current practice together. For example, they regularly observe each other as they interact with children, and provide helpful advice to support their activity plans and future performance.
- All children develop good early writing skills to support their future learning. For example, younger children give meaning to the marks they make as they paint. Older children write simple words with confidence.
- Children develop their creative skills well. For instance, they explore paint in interesting ways, such as using wellington boots and spray bottles to explore and make patterns.
- All children develop a good understanding of the importance of healthy eating. For example, they are keen to harvest healthy items for mealtimes, such as courgettes.

### It is not yet outstanding because:

- Staff do not consistently support children to understand fully the consequences of their actions, to enhance their good behaviour even further with more maturity.
- Staff miss some opportunities to extend children's interest and skills in technology.

## What the setting needs to do to improve further

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

- build on children's understanding of the consequences of their behaviour, to support them to understand fully what is expected of them even further
- extend children's opportunities to develop their interest and skills in technology further.

### Inspection activities

- The inspector observed the interactions between staff and children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at the written documentation, including a sample of the policies and procedures, risk assessments, and staff's training records.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The manager closely monitors the consistency of care and learning that staff provide the children. For example, she holds regular individual meetings with staff to discuss their performance and highlight any training needs. All staff attend a good range of beneficial training to help keep their skills and knowledge up to date and build on them further. For instance, they have learned about the different ways that boys play and learn. Staff establish good links with other settings that children also attend and regularly share children's achievements. This helps provide children with a good, consistent approach to their shared learning. Safeguarding is effective. The manager and all staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. Children have an active role in assessing risk. They move the setting safety 'zebra' mascot 'Candy floss' to highlight any potential risks, such as spillages.

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

The manager and staff effectively monitor the progress of individual and specific groups of children. This enables them to identify any gaps in their development promptly. Staff provide good support to help them close the gaps quickly. Staff effectively help children to prepare for their eventual move to school. For example, children are independent, and follow good health and hygiene routines confidently. Staff build on children's interests well. For example, children who enjoy playing with toy animals are encouraged to learn about their natural habitats, such as placing lions on the picture of the jungle. Children are confident to communicate. For instance, older children answer challenging questions. Younger children respond positively to staff's good use of consistent signing.

### Personal development, behaviour and welfare are good

Children are polite. Even the youngest children sign 'please' and 'thank you'. Staff know babies' routines and meet their care needs effectively. This helps babies feel secure and valued. All children have good opportunities to challenge their physical skills. For example, they explore different ways to move as they confidently negotiate obstacles. For example, babies crawl through tunnels, toddlers use climbing and balancing equipment, and older children use the chain-link bridge. Children have good opportunities to understand other people's similarities and differences in the wider world. For instance, they learn about other countries' traditions, such as dressing in Indian saris.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in their learning. Children learn about the natural world. They learn about interesting life cycles, such as that of an ant and penguin. Older children take part in challenging activities that require good levels of maturity. They use real tools, such as saws and hand drills, with confidence.

## Setting details

<b>Unique reference number</b>	EY307211
<b>Local authority</b>	Kent
<b>Inspection number</b>	10061119
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	143
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Asquith Nurseries Limited
<b>Registered person unique reference number</b>	RP900811
<b>Date of previous inspection</b>	25 September 2015
<b>Telephone number</b>	01227 479 696

Spring Lane Pre-School & Day Nursery registered in 2005. It is open Monday to Friday from 7.30am until 6.30pm, all year round. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 33 members of staff, 30 of whom hold relevant early years qualifications at level 3 or above. This includes one member of staff who has a relevant early years qualification at level 4, one member of staff who has a relevant early years qualification at level 5 and one who holds early years professional status.

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