

# Little Rays Day Nursery

The Ray Allen Centre, Ashford TN23 5RN



<b>Inspection date</b>	27 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- All staff get to know individual children well and establish a secure and trusting relationship with them. Children have positive levels of well-being and self-esteem.
- Staff establish positive partnerships with parents and keep them fully involved. For instance, they regularly share activity ideas for them to try at home with their children.
- There are good opportunities for children to develop their creative skills. Children enjoy exploring their creativity in interesting ways, such as using paint in spray bottles.
- The manager and staff effectively evaluate their practice together. They regularly observe each other interacting with the children and provide helpful advice to support their future performance. This helps them keep children motivated to learn.
- Children make good progress and develop the skills they need to support their future learning. They are independent, for example, they choose their own play and find their own belongings confidently.
- Children have good opportunities to develop their physical skills. For instance, they climb and balance on interesting equipment such as climbing walls with confidence.

### It is not yet outstanding because:

- Staff miss opportunities to strengthen their partnerships with other early years professionals, to help provide children with even more consistency to their learning.
- Staff do not make the most out of opportunities to extend children's understanding and respect for other people's similarities and differences in the wider world.

## What the setting needs to do to improve further

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

- build upon the partnerships with other early years settings that children also attend, to help provide children with an even better consistency to their shared care and learning experiences
- extend children's opportunities to understand and respect other people's similarities and differences outside of their own communities and religious beliefs even further.

### Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this was having on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the nursery.
- 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 teaching experiences that staff provide children. For example, she regularly holds one-to-one meetings with staff to discuss their performance and together they make challenging targets to meet. Staff use these discussions to highlight any training needs. Staff are keen to keep their skills and knowledge up to date and build on them further. They attend a good range of training beneficial to their practice. For instance, they have learned about the different ways to help children develop their interest in technology. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. They know how to follow up concerns and whom to contact to seek additional advice. Staff help children learn how to remain safe. For example, they role play crossing the road to learn how to cross safely. Children participate in activities that require good levels of maturity. For example, they use real tools such as hammers and nails.

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

The manager and staff effectively monitor the progress of individual and specific groups of children. This supports them to identify any gaps in children's development promptly and provide them with good support to help them close. Staff effectively support children to prepare for their future move to school. For example, children gain good early writing skills. Younger children confidently give meaning to the marks they make, and older children write their name and simple words with confidence. Staff build on children's interests well. For instance, children who enjoy a story about a person made from gingerbread, go on to bake their own gingerbread people.

### Personal development, behaviour and welfare are good

Children are polite and behave well. They play happily together, and share and take turns with resources. Children work well as a team. For instance, they show good maturity as they help each other build a den. Children develop a good understanding of healthy eating. For example, they help to bake interesting vegetables, such as helping to prepare rhubarb to make crumble, and they serve their own healthily balanced snacks. Staff support children to develop their communication and language skills. Younger children consistently use simple signing to express themselves, and older children confidently answer good thought-provoking questions.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress. Children learn good skills to support their future learning. For example, they develop good early reading skills. Younger children enjoy bringing stories alive with puppets, and older children recognise simple words with confidence. Children gain good mathematical abilities. Older children complete simple sums with confidence.

## Setting details

<b>Unique reference number</b>	EY539620
<b>Local authority</b>	Kent
<b>Inspection number</b>	10076990
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Beaver Community Trust Ltd
<b>Registered person unique reference number</b>	RP525087
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	03000 412950

Little Rays Day Nursery registered in 2016. It is located in Ashford, Kent. The setting is open Monday to Friday from 8am to 6pm, term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs nine members of staff. Of these, seven hold relevant early years qualifications at level 2 and above. This includes six members of staff who have a level 3 qualification.

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