

Ashford Play Nursery (Creche)

47 Albert Road, Ashford, Kent TN24 8NU



Inspection date	8 January 2019
Previous inspection date	8 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- Effective self-evaluation results in changes and improvements to the environment and working practices that are carefully targeted to reflect the evolving needs of the children.
- Children are curious, eager learners. They become engrossed in activities and concentrate for extended lengths of time.
- Staff are skilled at supporting children to make good progress, particularly in their language and their physical development.
- Staff provide good support for children to develop positive social skills. Children learn to interact well with others and begin to master tasks such as tidying away toys.
- The key-person system is highly effective. Children respond well to all staff but seek comfort and cuddles from their key person when they are tired or hungry.
- Overall, there are good opportunities for children to explore and investigate. However, the supervisors recognise that there is scope to enhance the range of experiences further to provide even greater challenge and learning opportunities.
- At times, information sharing with parents focuses more successfully on children's care needs than on their learning.

What the setting needs to do to improve further

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

- build further on children's interest in exploring to offer even greater opportunities for problem solving and discovery.
- extend arrangements to share information with parents to involve them as fully as possible in their child's learning.

Inspection activities

- The inspector viewed all areas of the premises used by children.
- The inspector spoke with members of the management team, staff and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a range of activities, and undertook a joint observation with one of the supervisors.
- The inspector looked at relevant documentation, including records relating to the assessment of children's progress and planning for their future learning.
- The inspector took account of the feedback provided by a number of parents.

Inspector

Liz Caluori

Inspection findings

Effectiveness of leadership and management is good

The management team and staff work together very well, creating a friendly, relaxed atmosphere. There are effective arrangements to monitor the quality of teaching and the impact this has on the outcomes for children. All staff contribute to the self-evaluation process and managers are prompt to implement changes to continually enrich the environment and working practices. Safeguarding is effective. Staff are aware of the potential signs and symptoms that may indicate a child protection concern and know what action to take should the need arise. Effective partnership working with other relevant professionals helps to provide continuity in children's care.

Quality of teaching, learning and assessment is good

Work has recently taken place to improve the systems that support staff to assess children's progress and identify the next steps in their learning. These have helped staff to target teaching more precisely. Children enjoy playing with the toys set out and are able to choose other resources independently. Staff are very skilful in their interactions, recognising children's achievements and knowing when to intervene to offer slightly more challenge. For example, staff build on children's interest in a toy phone to extend their language. In addition, staff provide good support for communication, language and physical development, and they are beginning to introduce basic mathematics. For example, staff count toys as they set them out. Children are beginning to develop an early love of books. They happily cuddle up with staff, turning the pages and pointing to pictures. They use their developing language skills to name familiar objects or to make the sounds of animals.

Personal development, behaviour and welfare are good

All children are very happy and spend much of their time laughing and having fun as they play, and the same applies to the staff. Children who become upset, for example, those who are tired or teething, receive comforting cuddles and are easily settled by their key person. Staff meet children's care needs very well. For example, nappy changing, toileting and feeding arrangements are hygienic and are handled sensitively to reflect each child's needs. Children enjoy snacks and meals that reflect their individual dietary needs and benefit from good opportunities to develop their physical strength and coordination, indoors and outdoors.

Outcomes for children are good

All children progress well and enjoy the time they spend at the setting. They are prepared well for their future learning. For example, they develop good social skills, learning to interact well with others, and are curious, motivated learners.

Setting details

Unique reference number	EY284642
Local authority	Kent
Inspection number	10073383
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 2
Total number of places	14
Number of children on roll	0
Name of registered person	Webb, Valerie
Registered person unique reference number	RP512472
Date of previous inspection	8 March 2016
Telephone number	01233 610292

Ashford Play Nursery (Creche) is one of three privately run nurseries and registered in 2004. It is open from 8.30am to 5.30pm all year round. It employs seven members of staff, of whom two hold an early years qualification at level 4 and four are qualified at level 3.

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