

Benjamin Rabbit Nursery At Holborough Lakes

Benjamin Rabbit Nursery At Holborough Lakes, 1 Manley Boulevard,
Snodland, Kent ME6 5GB

Inspection date	2 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The key-person system is not consistently effective to help ensure that children's emotional needs are fully supported.
- Children's individual development is not continually promoted. Staff do not always plan activities to help ensure that children are suitably challenged. Therefore, children do not reach their full potential.
- Some new part-time staff do not fully understand current legislation and guidance, such as the 'Prevent' duty.
- Partnerships with parents and other settings that children attend are not always focused on children's development. This does not fully support continuity of learning.

It has the following strengths

- Children receive clear boundaries and behave well. For example, they listen well to instructions as they line up to go and wash their hands for snack.
- Staff provide healthy and nutritious meals for children to enjoy. Children learn about what contributes towards their good health, such as which foods are good for them. Children also benefit from time playing outside.
- Children form friendships and play well together. For instance, they take turns pushing each other along in the car and help each other to walk over the wobbly bridge.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the key-person system to ensure that children receive consistent and effective support to meet their overall needs	06/05/2019
ensure that activities support children's individual learning needs to provide challenge and help them reach their full potential	03/06/2019
develop the knowledge and understanding of staff to ensure that they have a detailed understanding of all safeguarding risks to children.	06/05/2019

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

- build on the partnerships with parents and other relevant professionals to provide greater continuity in children's care and learning.

Inspection activities

- The inspector completed a joint observation with the nursery manager and discussed the quality of teaching.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to parents and took their views into consideration.
- The inspector held a meeting with the provider and management team and reviewed documentation.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff know what action to take if they have concerns about children being at risk of harm. New part-time staff do not fully understand the signs that would indicate a child is being drawn into extreme views. However, they are not left alone with children. Although staff have some discussions with parents about their children's day, the information about children's progress is not consistently shared with parents and other settings that children attend. The new nursery management has an appropriate development plan and has identified areas for improvement. Staff have plans in place to complete additional training to further their skills and knowledge.

Quality of teaching, learning and assessment requires improvement

Support from staff for individual children's learning is inconsistent. Not all staff know how to plan for individual children's progress. Therefore, staff do not challenge children in their learning effectively. For example, more-able children are not supported to extend their skills further. However, staff have positive interactions and discussions with children to support their language development. For example, children enjoy playing with puzzles and talk about their favourite stories and characters with staff. Older children learn a sense of responsibility to build their confidence. For instance, they collect the cups and plates after snack and all children are encouraged to thank the helpers. The management team has begun to monitor children's progress, including different groups, to help identify any gaps in development early.

Personal development, behaviour and welfare require improvement

Not all children consistently have the opportunity to build strong and secure relationships with their key person. Babies in particular find it harder to settle. Staff are not always available to their key children to be able to offer support at difficult times. Children who learn English as an additional language receive appropriate support. For example, staff talk to parents about the languages children hear and speak at home. Staff support this further, such as through celebrations of personal significance to children. This helps children learn about the backgrounds and cultures of people who may be different to them.

Outcomes for children require improvement

Overall, children develop some skills which help prepare them for their next stage of learning or starting school. However, the weaknesses in teaching mean that children do not make the best possible progress. They are not supported to reach their potential in all areas of their learning and development. Older children use their imagination skills well. For example, they build people from construction toys and playfully get staff and other children to guess what they have made. Babies and younger children explore sensory play. For example, they explore tubes with a variety of natural materials and musical toys.

Setting details

Unique reference number	2497017
Local authority	Kent
Inspection number	10101591
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	72
Number of children on roll	46
Name of registered person	YMCW Nursery Limited
Registered person unique reference number	RP533711
Date of previous inspection	Not applicable
Telephone number	01634786060

Benjamin Rabbit Nursery At Holborough Lakes registered in 2018. It is one of two settings owned by YMCW and is in Snodland, Kent. The nursery is open each weekday from 7am to 7pm all year round. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years old. The provider has eight members of staff at the nursery, including the owner, seven of whom are qualified, five at level 2 and 3. The manager and deputy manager hold early years qualifications at level 5.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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