

Johnson Garden Day Nursery Limited



Johnson Garden Day Nursery, Burley Road, SITTINGBOURNE, Kent ME10
1JL

Inspection date	10 July 2019
Previous inspection date	20 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff establish positive relationships with children and get to know their personalities well. This helps children settle quickly, confidently and happily into their play.
- Staff keep parents fully involved in their children's learning. For instance, they are encouraged to regularly add to their children's learning records and share their achievements from home.
- The manager closely monitors the consistency of care and teaching experiences that staff provide for children. For example, she observes staff interacting with children daily and provides them with helpful advice to support their future performance.
- All children develop good communication skills. Older children answer thought-provoking questions with confidence. Younger children use simple sign language and staff reinforce the correct pronunciation of words sensitively.
- Staff support all children to make good progress, including those with special educational needs and/or disabilities. For instance, they liaise closely with outside agencies, such as speech and language therapists, to share strategies and ideas. This helps provide children with a good, consistent approach to their learning.
- All children develop strong early writing skills. For example, older children write simple words with confidence. Younger children give meaning to marks they make as they paint and draw.
- Staff do not make the most out of ways to extend children's respect and understanding of other people's similarities and differences.
- Staff do not consistently organise changes in routines effectively to ensure that children know what to do next and remain fully engaged in their learning.

What the setting needs to do to improve further

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

- extend children's respect and understanding of other people's similarities and differences outside of their own communities and religious beliefs
- review and improve the organisation of changes in routine to ensure that all children know what is expected of them during these times and that they remain fully engaged in their learning opportunities throughout.

Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has 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.

Inspector
Kelly Hawkins

Inspection findings

Effectiveness of leadership and management is good

The manager and staff evaluate their practice together effectively. For example, they evaluate their activity plans daily and consider how well they engaged children. They fully include children's ideas into their plan and consider their views. This helps children feel valued and listened to. Staff use their findings to support their future practice and keep children motivated to learn. All staff are keen to build on their skills and knowledge even further. For instance, they have learned about the variety of ways that they can successfully support boys to enjoy their learning and develop well. Staff establish positive partnerships with other early years professionals. They liaise closely with staff at other settings that children also attend. This helps provide children with a positively consistent approach to their shared care and learning experiences. For example, they regularly share children's achievements. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding policies and procedures to follow to help protect children's safety and welfare. Staff help teach children how to remain safe. For example, during regular walks to the local post box, they talk about the rules of how to cross the road safely.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor and track individual and specific groups of children's progress. This supports them to promptly highlight any gaps in their learning and provide children with good individual support to help close these quickly. Staff support children to prepare for their eventual move to school well. For example, children are independent and complete their own tasks. Staff build on children's interests well. For instance, when they are excited about animals, they go on to learn about their different habitats, such as penguins living in Antarctica. Children have stimulating opportunities to be creative and imaginative. They explore paint in interesting ways, for example using their feet, and they are excited to explore their 'dinosaur' and 'fairy' lands to bring their fantasies alive.

Personal development, behaviour and welfare are good

Children are polite and behave well. All children have good opportunities to develop and challenge their physical skills. For example, they make and negotiate obstacles and climb and balance using horizontal ladders, crates and balance beams. Younger children use tunnels and push-along toys to encourage them to crawl and walk. Children have good opportunities to gain a good understanding of healthy lifestyles. For example, they can independently choose to exercise or engage in quieter and calmer activities.

Outcomes for children are good

All children make good progress in their learning in relation to their established starting points. Children gain good skills to support their future learning. For example, younger children count as they play. Older children enjoy becoming 'number detectives' as they recognise numbers hidden in the garden. Children have effective opportunities to explore and investigate the natural world. For example, they enjoy regular digging and planting activities. Children develop strong small physical skills and hand-to-eye coordination, for example as they enjoy magnetic fishing game and threading activities.

Setting details

Unique reference number	EY367141
Local authority	Kent
Inspection number	10108677
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	60
Number of children on roll	107
Name of registered person	Johnson Garden Day Nursery Limited
Registered person unique reference number	RP902721
Date of previous inspection	20 February 2015
Telephone number	01795 423577

Johnson Garden Day Nursery Limited registered in 2007 and is located in Sittingbourne, Kent. The setting is open Monday to Friday from 7.15am to 6.30pm, all year around. It receives funding to provide free early education for children aged three and four years. The setting employs 21 members of staff, 20 of whom hold relevant early years qualifications at level 2 and above. This includes one member of staff who holds level 4, one who has an early years degree at level 6 and one who holds early years professional status.

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