

Inspection of Blue Sky Day Nursery And Pre School

Bedford House, 62 London Road, Maidstone, Kent ME16 8QL

Inspection date: 17 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and enjoy their time at nursery, which shows that they feel safe and secure in their surroundings. Older children form good relationships with their friends. For example, they play together cooperatively and cuddle each other. Children are keen to sit with their friends during lunchtime. They eagerly talk about their wider families who also attend the setting. Children behave well. For example, staff encourage them to share and take turns. They praise children for 'brilliant turn taking' to help build their self-esteem. Staff remind them about behaviour expectations at the setting.

Leaders and staff plan an exciting and stimulating curriculum that changes and adapts to children's individual needs and abilities. For instance, staff have reorganised the space and equipment for younger children and babies. This enables them to progress to their next stage of learning, for example allowing them space to crawl and walk to develop their physical skills. Staff understand what children know when they start at nursery and what they need to achieve for their future success. Although, at times, staff do not consistently implement the curriculum as well as they could.

What does the early years setting do well and what does it need to do better?

- Leaders evaluate the nursery well, including seeking the views of parents and staff. This aids them to develop the quality of the provision and provide better outcomes for children in their care.
- Staff support children's emotional well-being effectively. They provide younger children with the extra support they need, when required. Staff encourage older children to talk about and understand their emotions. For example, they talk about what makes them angry and staff provide reassurance. Children confidently express their views and opinions, which are important skills they need for their future learning.
- Parents are very happy with the service the nursery provides. They comment that there is a wide variety of resources available and their children's confidence has grown since attending the setting. Parents state that the nursery has a warm, welcoming and homely atmosphere. Staff provide regular feedback about the children's progress, such as through an online system and parent meetings, to help provide a consistent approach.
- Leaders offer staff regular supervision, training and support. For instance, staff have opportunities to discuss their well-being and workload. However, leaders do not always make the best possible use of their staff monitoring systems to help develop knowledge and skills even further.
- Leaders and staff support children with special educational needs and/or disabilities effectively. They work with other professionals well to help ensure

that children's care and learning are consistent. Leaders know how to use additional funding successfully to suit the children's specific needs.

- Staff help children learn about their wider community and each other's backgrounds. For instance, they take children on regular outings, including to the library and to the local care home, and to see the trains. Staff encourage parents to bring in information from home, and staff provide a range of diverse books and pictures. This helps children to respect and value each other's differences.
- Staff respond to younger children's emerging interests successfully, to help fully progress their development, such as listening to the different sounds resources make. Staff ask children age-appropriate questions and encourage them to do things for themselves. For instance, staff help children to build on their knowledge and independence further by saying, 'You try.' However, occasionally, staff do not implement the curriculum consistently well, particularly in group activities. This does not assist older children to fully keep their attention and benefit from a rich learning experience.
- Children enjoy singing rhymes and songs. They eagerly ask for their favourite ones, such as 'The wheels on the bus' and happily sing along, which aids their growing vocabulary. Staff support the communication development of babies and younger children effectively, for example minimising the use of dummies to encourage their early speech. These are important skills they need for their future success.
- Staff build children's early literacy skills well and encourage their love of books. For instance, they enthusiastically read to younger children and help them turn the pages, to enable them to start to see that print carries meaning. Older children look at the pictures and recall what happens in their favourite story.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust vetting and recruitment systems. For example, they conduct interviews, review employment history and complete the relevant suitability checks. Leaders have secure processes in place to check staff's ongoing suitability to work with children. This helps ensure that staff are appropriate for their roles and responsibilities. Leaders and staff know the signs that would cause them concern about a child's welfare and the processes to follow. They understand what to do if they are concerned about a member of staff.

What does the setting need to do to improve?

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

- strengthen the implementation of the curriculum to help fully engage children in deep levels of concentration and motivation in their learning, specifically during

group activities

- build on staff's monitoring processes in place, to help build their confidence and knowledge to an even higher level.

Setting details

Unique reference number	EY548463
Local authority	Kent
Inspection number	10130909
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	36
Number of children on roll	49
Name of registered person	Hde Nurseries Limited
Registered person unique reference number	RP548462
Telephone number	01622 754267
Date of previous inspection	Not applicable

Information about this early years setting

Blue Sky Day Nursery And Pre School registered in 2017. It operates from a converted house in Maidstone, Kent. The setting opens on Monday to Friday from 7.30am to 6pm, all year round. There are seven members of staff; of whom, six hold relevant early years qualifications, including one with a level 6. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Stephens

Inspection activities

- The inspector observed the quality of education and the impact this has on children's learning and development.
- A learning walk was undertaken by the provider and the inspector.
- A joint observation was conducted by the provider and the inspector.
- A meeting was held between the inspector and the provider.
- The inspector held discussions with leaders, staff and children at appropriate times throughout the inspection.

We carried out this inspection 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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