

Inspection of Grace's Day Nursery

Nursery House, Ruxley Manor Garden Centre, Maidstone Road, Sidcup, Kent DA14 5BQ

Inspection date: 17 December 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children become highly motivated, curious and independent learners in this very inclusive and well-resourced nursery. Their interests are prioritised when activities are planned. Babies benefit from individual and flexible routines that provide very good continuity of care. Children are very secure and settled, and teaching is extremely effective. Although some children who speak English as an additional language have fewer opportunities to use their home language, all children rapidly acquire good English speaking skills. Children participate well in carefully considered opportunities, such as visits to see reindeers as part of Christmas activities. Pre-school children deepen their understanding of books and explore writing patterns in enjoyable ways. Children discuss the writing on food packaging and develop an understanding of recycling and sustainability. Older children demonstrate a strong awareness of the needs of those around them and regulate their behaviour extremely well. For example, confident children show restraint and wait patiently for their friends to remember the sounds that letters make, rather than shouting out answers. Children use puppets and props as they share about their emotions, experiences and feelings. Toddlers learn to manage their hygiene needs independently as they use a water butt to wash their hands before outdoor snacks. Children of all ages and abilities have excellent opportunities to exercise, play and learn outdoors. Children attending this nursery receive exceptional support to reach their full potential.

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

- The leadership team implements highly effective systems to carefully monitor and evaluate the quality of the provision well. Consideration is now being given to enhance play opportunities for children who speak English as an additional language. Development plans, including a new approach to the curriculum, place children at the centre. As a result, significantly high standards and a culture of continual improvement are maintained.
- Staff give superb support for children to develop their literacy. They skilfully implement teaching methods that help children to build strong early reading skills. Staff introduce activities that greatly enhance children's understanding of story writing, such as helping children to recognise the start, middle and end of stories that they read.
- Staff give very high levels of praise and consistently acknowledge children's achievements and efforts. For example, strategies such as the use of body movements and visual aids successfully help less-confident children to contribute during activities.
- Children with special educational needs and/or disabilities receive superb support and are fully included in all aspects of the nursery. The special educational needs coordinator shows tenacity and uses her excellent knowledge

of local referral procedures to access additional resources for children who need it, despite cross-boundary challenges.

- Staff provide exceptional opportunities for children to develop a deep understanding about things beyond their immediate environment. For example, staff speak with children about the benefits of the foods they plant and harvest in the nursery allotment. Children further enhance their understanding of healthy ingredients as they help the nursery chef to prepare meals.
- Staff encourage children to develop their physical skills in enjoyable and reassuring ways. For example, they hold the hands of children who are reluctant to use their bodies. They move often during walks between planters to discuss and smell different herbs. They splash with children in muddy puddles to help strengthen their muscles and build stamina. This supports children to become more aware of the effects of exercise on their bodies and to develop confidence in their abilities.
- The leadership team provides extensive support to staff, including before they introduce new approaches to the curriculum. Very strong partnerships are used to further enhance the professional development of staff within the setting and beyond. Staff receive strong support to implement ideas that enhance children's learning, such as the language-rich environment for babies that helps to develop and promote early communication.
- Staff provide outstanding support for children's emotional well-being. Home visits contribute to the very strong relationships between staff, children and their parents from the start. Children demonstrate extremely positive behaviour towards each other.
- Parents are extremely well engaged in their child's learning and greatly value the way staff regularly share information and involve them in their children's learning. Parent forums include school readiness sessions and staff share advice on how to build children's emotional resilience.

Safeguarding

The arrangements for safeguarding are effective.

The members of the leadership team have a very good understanding of what to do if concerns arise. They follow accurate reporting procedures and work effectively with outside agencies when necessary. Staff are vigilant and share relevant information with leaders. This helps to ensure children's safety and promote their good welfare. Staff complete safeguarding training and manage risks very effectively, including when on outings. They know how to identify and respond to possible signs of harm to children, including from exposure to extreme views. The ongoing suitability of staff is regularly reviewed. They share information about children's personal care and accidents appropriately.

Setting details

Unique reference number	EY419730
Local authority	Bromley
Inspection number	10128498
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	120
Number of children on roll	132
Name of registered person	Grace's Day Nursery Ltd
Registered person unique reference number	RP902205
Telephone number	0208 300 7460
Date of previous inspection	21 February 2013

Information about this early years setting

Grace's Day Nursery registered in 2010 and operates across two buildings based in the grounds of Ruxley Manor Garden Centre, in Sidcup, Kent. The nursery employs 40 members of childcare staff. Of these, eight members of staff, including the manager, hold qualifications at level 4 or above, 28 hold qualifications at level 2 or level 3, and one member of staff is a qualified teacher. The nursery is open from Monday to Friday all year round. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The inspector viewed the areas used by children, indoors and outdoors, and discussed with managers how children's learning is supported during learning walks.
- The inspector sought the views of parents during the inspection.
- The inspector met with the leadership team and discussed monitoring, self-evaluation and development plans.
- Documentation was reviewed, including evidence of professional development, staff suitability and records relating to children's safety and health.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019