

Inspection of Junior's Day Nursery

Headcorn Primary School, Kings Road, Headcorn, Ashford, Kent TN27 9QT

Inspection date: 3 June 2021

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 and confident in the warm and welcoming nursery. They excitedly engage in interesting and suitably challenging learning opportunities. For example, they explore what marks they make when they push vehicles rolled in paint down the slide. Children count each vehicle as they reach the bottom and discuss the colours left behind by the paint-covered tyres. This helps children to gain good mathematical language. Children are independent. For instance, they are confident to find the equipment that they need to set up their next activity. Children learn about the importance of healthy eating. They enjoy growing their own produce, such as raspberries and avocados.

Children learn about different people and their beliefs. For instance, they learn about the traditions of the travelling community. Children explore a range of festivals, such as Chinese New Year where they learn to use chopsticks. Children develop good early reading and writing skills to support their future learning. Older children recognise their name and begin to learn how to write it with confidence. Younger children explore making different marks using their fingers in materials such as sand. Children enjoy regular digging activities; they eagerly share with their friends what they find as they dig, excitedly saying 'wow look, a beetle'.

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

- Staff get to know children and their personalities well. They help children to develop a good sense of belonging and positive sense of well-being. As a result, children are settled, happy and enjoy their time at the nursery.
- All staff establish positive relationships with parents. They regularly share activities that children show an interest in. Staff encourage parents to share their children's achievements from home. This helps to keep them informed and involved in their children's learning.
- When staff share the care of children with another setting, they build good partnerships with the staff there. They share children's next steps in development and this helps to ensure that children have a good, consistent approach to their learning.
- The manager closely monitors the good quality of education and care that staff provide. She regularly observes staff teaching children and gives them helpful feedback to support their future performance. Staff evaluate their practice together effectively. For instance, at the end of each day, they discuss how well the day's events motivated children to learn. Staff keep their knowledge up to date and attend regular and beneficial training. For example, they have recently learned about the different ways to manage children's behaviour.
- Children of all ages develop good physical skills. For example, older children confidently climb and balance on tyres and ride down slopes on their bikes.

Younger children learn to move their bodies in different ways. For example, they jump like a 'bunny' and march like a 'soldier'.

- Overall, staff support children to develop some good communication skills. For instance, they ask older children good questions that encourage them to think about their answer. However, opportunities for younger children are not as strong as those seen and provided for the older children.
- All children learn the rules of the nursery and staff recap these daily with them. For example, they are reminded to use 'kind hands'. This helps children to behave well. However, at times, children do not understand what is expected of them during changes in the daily routine. For instance, children continue to play when they should be sitting at the lunch table. Children are polite and say 'please' and 'thank you' with minimal prompts. Children are caring and kind. For instance, they enjoy looking after the guinea pigs, Flynn and Tom. Children play together well. They pretend to be on a bus and encourage others to join in, telling each other 'come on too'.
- Staff support all children, including those who have special educational needs and/or disabilities to make good progress. Staff work closely with outside agencies, such as speech and language therapists, to share helpful ideas and strategies. This helps staff to understand how to help children reach their full potential.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have a good knowledge and understanding of safeguarding and child protection. If they have any safeguarding concerns, they know who to contact for advice. Staff discuss safeguarding in regular team meetings. This helps to ensure that they continue to know what to be mindful of in regard to children's safety and welfare. Thorough risk assessments are completed and this helps to keep children safe. Staff monitor the risk assessments and keep them up to date, adding to them regularly. For example, everyone has their temperature taken before entering the building. This is to help minimise the risk of spreading COVID-19 (coronavirus).

What does the setting need to do to improve?

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

- provide staff with guidance to improve their knowledge on how to consistently support younger children to practise their developing communication skills
- review and improve the organisation of the daily routine to ensure that staff communicate their expectations to children effectively.

Setting details

Unique reference number	2514831
Local authority	Kent
Inspection number	10194502
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	54
Number of children on roll	33
Name of registered person	Junior Childcare Limited
Registered person unique reference number	RP528751
Telephone number	01622 891422
Date of previous inspection	Not applicable

Information about this early years setting

Junior Day Nursery registered in 2018. It is located in Headcorn, Kent. The setting is open Monday to Friday from 7.30am until 6pm all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 20 members of staff, 14 of whom hold relevant early years qualifications at level 3 or above. This includes one member of staff who has a level 5 qualification and one member of staff who holds a degree at level 6.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and has taken this into account in their evaluation of the setting.
- The inspector observed the staff interacting with children and carried out a learning walk with the manager. The inspector assessed the impact of staff's interactions and the learning opportunities children have.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation, including safeguarding and child protection policies and procedures were reviewed.
- The inspector spoke to the manager, children, parents and staff at convenient times. The inspector considered their views.
- The manager and inspector carried out a joint observation of interaction in the baby room.

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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