

Inspection of The Winning Child Nursery

R C C G, Rehoboth House, Brent Way, Dartford, Kent DA2 6DA

Inspection date:

6 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy to be at the nursery and are eager to play with their friends. Staff warmly welcome and greet children at the door. Since the COVID-19 pandemic began, parents do not come into the setting. Children have adapted well to this change. This is evident when they separate confidently from their parents.

Children develop their communication, language and early literacy skills. For example, they enthusiastically sing familiar songs and clap their hands with joy. However, the quality of teaching is variable. Some activities are too advanced for children's age and stage of development. This hinders them from making the progress of which they are capable. That said, overall, children enjoy the activities that staff plan for them.

Children behave well throughout the day. They enjoy being together, readily share resources and take turns. Staff have high expectations for children's behaviour and conduct. Children respond well to requests from staff. For example, older children clear away their plates after snack.

Children learn how to keep themselves healthy. Staff prepare a varied menu of nutritious meals and snacks, which they encourage children to try. Children learn how to wash their hands before meals and after using the toilet, which helps to keep them healthy and safe. However, some care practices, such as sleeping arrangements for babies, are not effective in meeting children's needs.

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

- The manager does not monitor the teaching practice of staff and curriculum planning as carefully as possible. As a result, activities are sometimes too difficult for children and their participation is minimal. For example, some younger children in the pre-school room are asked to write numerals that they do not recognise. Consequently, children do not make as much progress as possible. The manager does not deploy staff well enough to ensure all children's care needs are effectively met. For example, due to staffing arrangements, babies do not always sleep in a comfortable and warm environment.
- Children are kind and respectful to each other. Overall, they manage their own feelings well and staff teach them how their behaviour affects others. They are polite and well mannered, saying 'please' and 'thank you' when staff serve their meals. Staff help children to celebrate their achievements. For example, younger children receive a sticker when they repeat a letter sound. Children demonstrate perseverance when they find tasks challenging. For instance, with support from staff, children try again when they are unable to fasten their coat zip.
- Staff plan activities around the daily routine, which gives a familiar structure to

the day for children. However, this is not flexible enough to give children sufficient opportunities throughout the day to choose and lead their own play. This means children are not always able to develop their independence skills and imaginations as much as is possible.

- Staff give children plenty of praise and encouragement, which positively promotes their emotional well-being and self-esteem. Children demonstrate their confidence when they talk to visitors about the different-coloured chairs that they are sitting on. Staff teach children how to wash their hands before meals and after using the toilet, which helps to keep them healthy and safe.
- Children enjoy daily opportunities to play outside in the well-equipped outdoor area, where they benefit from fresh air. Children develop their physical skills as they confidently use the scooters and trikes.
- Children develop their early mathematical skills. Staff use a variety of ways to help children enhance their counting skills. For instance, older children count the rabbits in a book and younger children use their fingers to count the ducks as they sing.
- Self-evaluation processes include the views of parents and children. The manager uses the information gathered to help identify areas for improvement and plan changes. For instance, following feedback from parents, she is exploring the possibility of recording special events at the nursery. This will ensure that parents are involved in their child's learning even further, as they are currently not coming in to the setting due to COVID-19 precautions.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their responsibilities to keep children safe. Staff confidently demonstrate that they know the signs that children may be at risk of abuse or neglect. They understand the processes to follow should they have concerns about children's welfare. All staff have completed safeguarding training to ensure their knowledge and practice is up to date. Robust recruitment processes are in place to ensure that adults who work with children are suitable to do so. Staff complete daily risk assessments of the environment indoors and outside to help identify and minimise hazards for children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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provide effective coaching and support to staff to enable them to plan and deliver a curriculum that is appropriate for children's age and stage of development	20/12/2021
ensure that staffing arrangements and deployment meet the needs of all children.	20/12/2021

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

- review children's daily routine to provide more opportunities for them to choose and lead their own play to develop their imaginations and independence further.

Setting details

Unique reference number	2521139
Local authority	Kent
Inspection number	10208068
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	70
Number of children on roll	25
Name of registered person	The Winning Child Nursery Ltd
Registered person unique reference number	2521138
Telephone number	07969077395
Date of previous inspection	Not applicable

Information about this early years setting

The Winning Child Nursery Ltd re-registered in 2019. The provision is located in the town of Dartford in Kent. The nursery employs seven members of staff. Of these, four hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round between 7am and 6pm. The nursery receives funding for free education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and inspector conducted a learning walk across all areas of the setting to understand how the early years provision and curriculum are organised.
- The inspector talked with staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector looked at a sample of documents. This included evidence of staff suitability and training.

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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