

# Inspection of Fleet Day Nursery

Lunedale Road, Dartford, Kent DA2 6JX

---

Inspection date: 16 February 2022

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are extremely enthusiastic and curious learners. They thoroughly enjoy independently exploring the highly stimulating range of activities that are available to them. For example, older children spend a long time splashing in the puddles they have made, using watering cans and water. Babies enjoy many opportunities for sensory play. For example, they are fascinated by the changing colours in the bubble tube. Children are extremely happy and play well together, sharing toys and turn taking superbly. They respond extremely well to staff high expectations and frequently demonstrate kindness and respect for others.

Children learn about people who are different from themselves. Staff provide age-appropriate resources, such as books and stories, to help children understand and celebrate diversity. Additionally, there is a good range of dual-language books that staff share with children. This helps to promote their listening skills and an understanding of different languages from around the world.

Children learn how to keep themselves healthy. For example, staff discuss with them what clothes to put on when it is cold outside. Children and babies move freely between the indoor and outdoor environments. This means they have plenty of opportunities to benefit from fresh air and exercise. Babies have their own enclosed outdoor area where they enjoy a wide range of activities and resources. All children are making consistent progress and are well prepared for their next stage of learning.

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

- Staff provide an attractive and stimulating environment for children and babies to learn and play. Indoor spaces have a good balance between cosy areas for children to relax and more exciting areas to explore and investigate. The environment is organised to support children's physical development. For example, babies confidently 'cruise' around the room. Resources are on low shelves and open units so babies and children can choose what they want to play with, which helps to promote their independence. The garden area has an excellent range of well thought-out resources and activities to cover all areas of learning. For example, children learn about nature and develop their social skills when they care for the nursery pets.
- Staff have strong bonds with children and are excellent role models. They are very respectful to each other and children. As a result, children are exceptionally well behaved and polite. They listen extremely well to staff and are eager to help when asked. For example, older children willingly scrape their plates after lunch.
- Leaders recognise the impact that the COVID-19 pandemic has had on children's

learning and development, specifically in speech and language. They provide an environment with communication friendly areas and use strategies, such as signing to help close these gaps. However, occasionally, staff miss opportunities to introduce new vocabulary as children play, to promote speech and language skills further.

- Support for children with special educational needs and/or disabilities (SEND) is excellent. Staff swiftly identify any emerging concerns with children's development and work closely with parents to establish a targeted plan for support. They liaise with outside agencies to ensure children receive the additional help they need to make continued progress. Staff consider the learning needs of all children. They carefully plan the environment to ensure it is fully accessible to all children, including those with SEND.
- Leaders support the staff team well. They use a range of strategies, such as supervisions, to check on staff well-being and workload. Staff comment on the 'great support' they received from leaders during the COVID-19 pandemic.
- Parents are extremely happy with the care that their children receive at the nursery. They comment on how friendly and supportive staff are. Staff supported children and their families well when they were not able to attend the nursery during the COVID-19 pandemic. For example, they read stories via video to the children.
- Children develop their early mathematical skills with a range of resources and activities. For instance, they learn about weight and measure as they use the scales in the garden. Staff in the pre-school room use daily routines well to help children to develop counting skills. For instance, children count spoons of yoghurt when serving their dessert at lunchtime.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to ensure their knowledge and understanding of safeguarding and child protection is current. They know the signs and symptoms of abuse and neglect, including the impact of extreme beliefs and behaviours. Staff know the processes to follow if they have concerns about children's welfare. Leaders know the procedure should they have concerns about adults working with children. Robust recruitment processes and checks assure the suitability of staff working with children. Staff supervise children well to keep them safe. For example, they sit with them during mealtimes and when they are sleep.

## What does the setting need to do to improve?

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

- make the most of every opportunity to build on children's vocabulary and develop their language skills to promote children's speech and language further.

## Setting details

<b>Unique reference number</b>	127192
<b>Local authority</b>	Kent
<b>Inspection number</b>	10108460
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Sampson, Lise Ann
<b>Registered person unique reference number</b>	RP512936
<b>Telephone number</b>	01322 288232
<b>Date of previous inspection</b>	11 March 2014

## Information about this early years setting

Fleet Day Nursery registered in 1993. The nursery is situated on the site of Fleet Down Primary School in Dartford, Kent. It operates each weekday from 8am until 6pm, throughout the year. The nursery is funded to provide free early education to children aged two, three and four years. There are 28 staff who work with the children, all but three hold relevant early years qualifications, including two staff holding level 6 qualifications.

## Information about this inspection

### Inspector

Michaela Borland

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The provider and inspector conducted a tour of the setting to understand how the curriculum is organised.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector held discussions with staff, children and parents throughout the visit and took their views into account.
- The inspector sampled a range of documents, including recruitment and vetting checks, to ensure adults are suitable to work with children.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022