

Inspection of Faversham House Day Nursery

32 Whitstable Road, FAVERSHAM, Kent ME13 8DL

Inspection date: 1 June 2022

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

All children are settled, confident and happy at the nursery. They are eager to engage in motivating and challenging activities that staff carefully plan for them. For example, older children have an interest in hedgehogs. They go on to learn about their habitat and facts about them, such as them being nocturnal. Children are proud to make their own clay model of a hedgehog. Younger children enjoy painting large models of a London bus and excitedly sing songs about a bus. All children are polite and behave well. Staff are positive role models. Therefore, children know what is expected of them. Children are kind towards each other. This includes even the youngest children, who help their friends to find their shoes.

Children develop a good understanding of the benefits of healthy lifestyles. They independently follow good handwashing routines. They talk about the importance of brushing their teeth. Children of all ages develop good physical skills. For example, younger children confidently use age-appropriate resources, such as slides and tunnels. Older children are confident to climb and balance on more-challenging equipment. All children are confident to communicate and share their ideas and thoughts. Children use simple sign language, and older children answer thought-provoking questions with confidence.

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

- All staff establish secure and trusting relationships with all children. Children have a good sense of belonging and positive levels of well-being and self-esteem. They are excited to come into the nursery and enjoy their time there. Children enjoy the company of each other and staff. For example, they are eager for staff to join in their role-play activities, as they 'fly' to the 'moon' in their home-made 'rocket'.
- The managers and staff get to know children well, including their personalities, likes and dislikes. This helps staff to plan learning experiences for children that they know will keep them interested to learn. All children have a positive attitude towards their learning. Staff support all children to make good progress. This includes those children who speak English as an additional language.
- Overall, children are engaged in their learning. However, at times, staff do not quickly notice when younger children have lost interest during large-group activities, such as singing and story times. Therefore, children become fidgety and distracting at times, and they do not always benefit from the complete learning experience.
- All staff, including the managers, establish positive partnerships with parents. They communicate with them daily and keep them well involved and informed in their children's learning and achievements. Staff share helpful ideas and tips with parents, such as breast feeding advice and sleeping tips.

- The managers closely monitor the good quality of education and care that staff provide. They routinely observe staff teaching and interacting with children. They provide them with constructive and helpful feedback to support their future performance.
- Staff evaluate their practice together well. They talk about what is working well and what they feel has scope to be developed even further. Staff include the views of children to support their future activity plans. For instance, they ask them about their thoughts on the activities they experience.
- All staff attend regular training. They have recently learned about the different ways that they can support children to understand what is expected of their behaviour and how to manage their emotions and feelings.
- Overall, staff support children with special educational needs and/or disabilities well. For example, they attend training specifically to develop their confidence and knowledge further regarding children's individual needs. However, staff do not yet use consistent and effective techniques with younger children, particularly in relation to helping them to fully understand what is expected of them during changes in routine.
- Staff support children to develop a good understanding of the similarities and differences of people's experiences and different communities outside of their own. For instance, children learn about Diwali and Ramadan. Children try food from around the world, such as Nigerian dishes and traditional Hanukkah celebration treats. This includes apples dipped in honey.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the managers, have a good knowledge and understanding of safeguarding and child protection. This includes knowing what to be aware of regarding signs and symptoms of possible abuse. Staff know who they would contact to seek advice and how to raise and follow up any potential concerns. All staff keep their training up to date and discuss safeguarding in regular meetings. Staff carry out detailed risk assessments to help to keep children safe. This includes reviewing the safety of resources and the outdoor learning environment. Staff know how to appropriately and swiftly deal with any accidents.

What does the setting need to do to improve?

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

- provide guidance for staff to better organise large-group activities for younger children to ensure that they remain interested in the learning experiences throughout
- support staff to build their confidence in using more-effective ways to help all children to understand changes in routine, particularly those with special

educational needs and/or disabilities.

Setting details

Unique reference number	2574174
Local authority	Kent
Inspection number	10239585
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	0 to 4
Total number of places	30
Number of children on roll	38
Name of registered person	Faversham House Day Nursery Limited
Registered person unique reference number	2574173
Telephone number	07578841303
Date of previous inspection	Not applicable

Information about this early years setting

Faversham House Day Nursery registered in 2020 and is located in Faversham, Kent. The nursery is open from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery employs 18 members of staff. Of these, nine hold relevant early years qualifications at level 2 or above. This includes six members of staff with qualifications at level 3 and one member of staff with a qualification at level 5. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the nursery 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 their evaluation of the nursery.
- The inspector carried out a learning walk with both of the managers. The inspector assessed the impact of the quality of staff's interactions and the learning opportunities they provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed, including safeguarding and child protection policies and procedures.
- The inspector spoke to the managers, children, parents and staff at convenient times and considered their views.

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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