

Inspection of Welcome Nurseries@Chatham

Unit E, 29-38 Jenkins Dale, Chatham, Kent ME4 5RD

Inspection date: 1 September 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

Children arrive happily at the nursery and quickly become immersed in their play and learning. All children develop secure and trusting bonds with their key person and all staff. They have a positive attitude to learning and are eager to join in the activities planned for them. For example, children love making their own play dough. They are encouraged to make their own choices and select the tools that they think would be most effective. Children of all ages are exposed to new and varied vocabulary. Younger children hear new sounds and repetitive language. Older children confidently use their developing language, for example, to describe the change and texture of the dough as they add more flour or water. As a result, children begin to develop their understanding of new words and their meanings.

Children are consistently focused and busy in their play. They enjoy a wide range of resources that are appropriate for their age and stage of development. Babies and toddlers are relaxed and smile when they see familiar staff. They look to staff for reassurance and cuddles. With support from staff, babies sing songs and follow the actions. Older children seek staff out to show their accomplishments and share their ideas.

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

- Staff observe and assess children's development. They plan appropriate next steps for all children to minimise any possible gaps in their learning. Managers work hard to provide the appropriate support, including for those with English as an additional language. The deputy manager liaises with external agencies to coordinate additional support for children with special educational needs and/or disabilities. This includes making sure that there are plans and additional funding, to help these children reach their full potential.
- Children have regular opportunities to engage in energetic physical activity within the soft-play centre. They enjoy playing with the staff and their friends as they climb, balance and develop their core strength. Children manipulate dough and use a variety of tools to strengthen their hand muscles in readiness for early writing.
- Children behave extremely well. They are learning to be polite and well mannered. At times, some staff do not make it clear enough to children why certain rules are in place to help keep them safe. For example, staff remind children to sit nicely on chairs and ask them not to use a fork that has dropped on the floor, but do not explain why. This means that although children follow safe practices, they receive limited support to learn the potential consequences of their actions.
- The management team regularly evaluates the quality of the provision. Procedures for individual staff monitoring and coaching are well embedded, to

support all staff to continually raise the quality of teaching. Staff attend a variety of purposeful training programmes and work closely as a team. This has a positive impact on outcomes for all children.

- Parents speak of the excellent communication and support they receive from staff. They feel listened to and build a strong partnership with the staff and management team. Children benefit from this collaborative teamwork, particularly those children identified as requiring extra support for aspects such as behaviour.
- Children enjoy a range of activities that help them appreciate their personal development. For example, babies explore their features in mirrors and point out their head, eyes and mouth. Older children take part in more extensive investigations, such as games that encourage them to discover what similarities and differences they have with each other. However, there are limited opportunities to gain more understanding of the unfamiliar world, such as experience of the wider community.

Safeguarding

The arrangements for safeguarding are effective.

Staff prioritise children's safety. They understand the importance of identifying potential signs of abuse swiftly and know how to record and report concerns. The manager and her deputy work closely with the staff team and share safeguarding updates from the local safeguarding partnership. Staff are aware of any child protection concerns in their local area. They have a good knowledge of safeguarding issues and how to action the reduction of possible risks. Children learn road safety from visitors, such as members of the school crossing patrol. Parents are given information about the risks posed from internet use. They are advised about how they can support the safe use of devices within the home.

What does the setting need to do to improve?

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

- support children more consistently to understand the reasons why they need to be careful in certain situations, to raise their awareness of their personal safety
- provide more ambitious opportunities for children to engage in new experiences to extend their learning about the wider community.

Setting details

Unique reference number	2647503
Local authority	Medway
Inspection number	10252402
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	148
Number of children on roll	148
Name of registered person	Welcome Nurseries Ltd
Registered person unique reference number	2576357
Telephone number	01634 848222
Date of previous inspection	Not applicable

Information about this early years setting

Welcome Nurseries@Chatham was re-registered under new ownership in 2021. It operates from a business unit in Chatham, Kent. Operational hours are from 7am to 6.30pm, Monday to Friday, all year round. There are 11 members of staff working with the children and a cook, of these, nine staff hold relevant level 3 qualifications and two have qualifications at level 2. The nursery is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the nursery and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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