

Inspection of Westerham Day Nursery

Churchill Primary School, Rysted Lane, Westerham, Kent TN16 1EZ

Inspection date: 3 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children receive praise for their achievements and staff celebrate their successes. They say, 'good job' when supporting children to take turns. This helps new children build confidence. Children enjoy regular opportunities to play outdoors. Older children learn to climb and balance on the equipment, supporting their large-muscle development. Older children enjoy experimenting with water. They learn to pour with increasing skill and begin to understand about measuring.

Toddlers thoroughly enjoy role play. They pretend to make a packed lunch for their babies and get dressed ready for school. They know when it's cold, they need a jumper. This shows a good awareness of the impact of the weather on their bodies. Toddlers develop good small-muscle skills. They use large tweezers to move pasta into bowls. When they struggle with this, they suggest using the tongs instead, showing good problem-solving skills.

Babies explore textures and how objects feel. Staff use words, such as 'scrunch', when they talk about the sound the toy makes as they squeeze it. Babies use their senses and hear new words in their play. Staff use simple signing. For instance, they ask babies if they have finished and indicate when it's lunchtime. This supports their communication skills. The manager fully understands the impact of the pandemic on children's development. She works with staff to provide strategies to close gaps in learning. For example, staff use a talking scheme to enhance children's speaking skills.

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

- The manager has clear intentions for the curriculum. She shows a secure knowledge of what children know, understand, and can do and what they need to learn next. She ensures that the curriculum is ambitious for all children, including those with special educational needs and/or disabilities.
- Staff are skilled at bringing stories to life. They use different tones for the characters and encourage children to make the noises of the animals. Staff continue this excitement, suggesting they find another book about animals. This enthral children and extends their concentration skills.
- The manager effectively assesses the quality of staff's interactions with children. She offers guidance to strengthen their practice. However, staff are not always fully secure in their understanding of the intention for each activity. Also, when staff are supporting in different rooms, they are not always fully aware of what children need to learn next. This means that they are not able to build on children's next steps in learning consistently.
- The manager works with staff to make good use of additional funding to support children's needs. For example, this has recently been used to purchase toys

following children's interests and to boost levels of confidence.

- Babies enjoy the closeness of staff when then read books together. They help to turn the pages of the book and staff confirm that they have read to the end of the story. This story extends into supporting babies to learn about their bodies as they learn to identify their noses, ears and mouths.
- Staff complete visual checks on children every ten minutes when they are asleep and risk assess the environment on an ongoing basis.. However, they are not always fully alert to supporting children to build a fully secure awareness of their own safety.
- Partnerships with parents are good. Parents speak highly of the friendly staff team and how staff and the manager, 'go the extra mile' in support of their children's individual needs. They report that their children's confidence has increased since attending.
- Staff are respectful and show great consideration to children, such as when they wake from their afternoon sleep. They enjoy close cuddles with staff who successfully help children to store away their comforters. This supports children's sense of well-being and security.
- There are a high number of trained staff at this setting and this in turn has a positive outcome. There is a clear program of ongoing training and professional development. Staff continually update their knowledge on aspects, including safeguarding and food hygiene. They also research different learning techniques and strategies.
- There are effective systems in place to support staff well-being. The manager ensures that she allocates time to talk with staff and she facilitates changes to working times and patterns. Staff report their appreciation for this approach and how it supports their mental health effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders understand their role and responsibilities in safeguarding children. They can identify aspects that may provide cause for concern and the action they must take if they have a concern about a child or adult. They have a clear understanding of differing safeguarding concerns such as differing cultural practices, domestic violence and grooming. They complete regular training to keep their knowledge up to date. This supports children's safety and welfare. The manager follows safer recruitment practices to ensure that staff are and remain suitable to work with children.

What does the setting need to do to improve?

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

- build on staff development, so that they robustly understand what they want

- children to learn, and that support staff securely know children's learning needs
- improve further children's awareness of their own personal safety, to enhance their skills for the future.

Setting details

Unique reference number	EY298791
Local authority	Kent
Inspection number	10264425
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	65
Number of children on roll	88
Name of registered person	Moody, Sharon Elaine
Registered person unique reference number	RP512031
Telephone number	01959 565969
Date of previous inspection	15 June 2017

Information about this early years setting

Westerham Day Nursery registered in 2005. It operates from a purpose-built building in the grounds of Churchill Primary School in Westerham, Kent. The nursery is open each weekday from 7.45am to 6pm, for 51 weeks of the year. The provider receives funding to provide early education for children aged two, three and four years. The nursery employs 18 staff who work directly with the children. Of these, 15 have early years qualifications at level 2 or above. This includes three staff who have level 5 or level 6 qualifications.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the manager and had taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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