

Inspection of Ashford Play Nursery

3 Wall Road, Ashford, Kent TN24 8NZ

Inspection date:

27 November 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children and their families are warmly welcomed at this friendly and caring setting. Children enter happily, eager to explore the activities on offer. Younger children are comforted and cuddled by kind staff, who know them well. Staff promote children's language and communication skills well. Children excitedly join in with rhymes, dancing to their favourite ones with their friends. This successfully supports their confidence and self-esteem. Staff are good role models. They play alongside children and encourage them. Children behave well. They help their friends to choose dressing-up clothes and ask them to play. This successfully develops their personal and social skills.

Staff support children's emotional well-being. They praise children and celebrate their achievements. For example, children delight in proudly showing staff the stickers they get for eating all their lunches. Staff 'high-five' children and say that they are proud of them. Staff help children to develop positive attitudes to their learning. Children are motivated and interested in the toys and experiences planned for them. For example, children enjoy exploring the play dough together, making models, and they exclaim, 'I did it!', when they persevere in using the cutters to make shapes. This supports their wider learning and development.

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

- Staff promote children's knowledge and skills well. They encourage children to problem-solve. For example, they ask children how they can make their towers bigger. Children remain interested, counting the bricks alongside staff. Younger children identify different colours. This encourages their mathematical skills well.
- Leaders and managers are passionate and hardworking. They have good oversight of the provision and access effective support from a range of external partners, such as local schools, the local authority and specialist teachers. This ensures that all children are supported well. Leaders and managers use staff effectively to ensure continuity for children and families.
- Communication with parents is good. Parents receive a range of information to help them support their children at home. Children talk about Crumpet, the nursery's bear, commenting on his adventures when he goes home with them. Parents say that their children have made good progress in their confidence, independence, and speech and language. They appreciate the range of artwork their children bring home. They say that the setting is like a family.
- Staff promote children's individual needs well. Children with special educational needs and/or disabilities (SEND) develop well. Children who were non-verbal when they started can now communicate confidently. Managers ensure that staff have the skills and knowledge they need to offer effective support that helps to close any gaps in children's development. This ensures that all children make

good progress.

- Staff encourage children to be independent. Children help themselves to water at the water stations and put their own things away. This helps to develop confidence in their own abilities. However, there are times when staff do not quickly recognise when children are not fully engaged in their learning. This impacts on their behaviour and interest at these times.
- Staff are well trained. They take on additional qualifications to enhance their own practice. They are well supported in their roles by leaders and managers, who promote their well-being. Staff talk highly of the regular supervisions they have to discuss their practice. They say that they love their jobs and that children and families are at the heart of what they do.
- Leaders and managers ensure the environment is well planned. They reflect and evaluate on the spaces available to ensure they are inclusive and well matched to children's ages and stages of development. Younger children enjoy setting up a picnic for the dolls, taking time to select resources, and they maintain their concentration well.
- Staff have high expectations for children and know them well. They have an effective key-person system in place and regularly share information about children's progress and next steps. Staff successfully prioritise children's communication skills. Children enjoy listening to a range of stories, joining in and sharing their ideas. This promotes a love of reading.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that staff have effective supervision arrangements in place. They understand their roles and responsibilities in safeguarding children. Staff are able to correctly identify signs and symptoms of abuse. They know what to do if they are concerned about a child or if an allegation is made about a colleague. Leaders and managers implement robust recruitment procedures to ensure those caring for children are appropriately vetted. Staff ensure that children are kept safe when walking to the garden of the neighbouring setting. There are effective procedures in place for the safe evacuation of the setting. Staff undertake daily risk assessments to ensure the environment is safe for children.

What does the setting need to do to improve?

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

- support staff to more quickly identify when children may need further support during daily routines, to help them engage fully in learning opportunities.

Setting details

Unique reference number	126983
Local authority	Kent
Inspection number	10280520
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	44
Number of children on roll	40
Name of registered person	Webb, Valerie
Registered person unique reference number	RP512472
Telephone number	01233 638960
Date of previous inspection	23 August 2017

Information about this early years setting

Ashford Play Nursery registered in 1992 and is one of two privately owned nurseries. It is open from 8.30am to 5.30pm, all year round. The provider employs six members of staff, all of whom hold early years qualifications. The nursery receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of 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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