

# Inspection of Canterbury Day Nursery, Holiday Playscheme and ASC

Havelock Street, Canterbury, Kent CT1 1NP

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Inspection date: 4 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children of all ages are confident and happy during their time at the friendly and welcoming nursery. All children are settled and show that they have secure and trusting relationships with staff. All staff have a strong knowledge of their chosen curriculum and, as a result, implement interesting activities to motivate children to learn. For instance, staff teach children about different animals and their habits. Children are keen to learn about farm animals. Staff teach them about the farm and take them to visit one. Children go on to make their imaginative play area a farm shop. Babies play with animals in water and staff teach them the different sounds the animal makes.

Staff are positive role models. All children behave well. They are caring and patient. They show kindness towards each other and their differing needs and abilities. Children learn about the benefits of healthy lifestyles. For instance, they follow thorough handwashing routines and staff teach them why this is important. Children of all ages develop good physical skills and learn to move in different ways. For example, younger children confidently and safely use age-appropriate climbing and balancing equipment, such as tunnels. Staff teach older children how to stay safe during more-challenging activities, such as allowing them to climb trees.

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

- The highly qualified and experienced staff have worked together very well to make significant improvements since their last inspection. For instance, they have reviewed and improved some aspects of the routine to ensure that they engage all children, including children with special educational needs and/or disabilities (SEND).
- Staff support all children to have a positive attitude towards their learning. They help children to develop skills to support their future learning. This includes those children with SEND. For example, staff have set up an activity where children can safely throw suitable objects at targets. This helps children to learn to self-regulate their emotions in a safe manner when they become overwhelmed.
- The key-person system is well embedded and all staff know their key children well. This includes understanding their individual needs and what makes them unique. As a result, staff plan good individual next steps to support all children to make good progress.
- Overall, staff support all children to develop some good communication skills. For example, babies enjoy singing activities and older children intently listen to books. Some staff ask thought-provoking questions. However, at times, this is inconsistent, and staff can be too quick to answer the questions for children.

Therefore, children do not get enough time to think and then answer the good questions being asked.

- Staff ensure that activities are accessible to all children who want to take part. They plan some activities that extend children's knowledge of the wider world. However, overall, less focus is placed on this area of the curriculum. There are less opportunities for children to learn about the similarities and differences of people from cultures and backgrounds outside of their own experiences.
- The manager and staff establish positive partnerships with parents, who speak very highly of them. Parents state, 'Staff really do go above and beyond, and they are truly incredible.' Staff provide parents with weekly news blogs where they share ideas, such as activities they may enjoy doing at home with their children. Staff successfully keep parents well informed of their children's learning.
- The manager closely monitors the quality of care and teaching that children receive. Staff evaluate practice together as a team. For example, they routinely use cameras to record activities and reflect on the footage. Staff include children in their evaluation. For instance, children have time to wear the cameras and staff review the footage to see the quality of teaching and learning from the children's point of view. Staff use their findings to support their future practice.
- All staff attend regular and beneficial training. For example, they have recently learned about the different ways to support children and families during times of bereavement. This includes sharing strategies to support children to express their emotions and feelings.
- The manager uses additional funding well to support the individual needs of children effectively. For example, they pay for additional music and movement classes to help children to develop their physical skills and build on their confidence during large-group activities.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## 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 provide consistently good opportunities for children to build on their communication skills even further
- enhance the arrangements to promote children's understanding of the similarities and differences between people outside of their own communities and experiences.

## Setting details

<b>Unique reference number</b>	127078
<b>Local authority</b>	Kent
<b>Inspection number</b>	10303067
<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>	0 to 10
<b>Total number of places</b>	68
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	The Canterbury Day Nursery, Holiday Playscheme and After School Club Committee
<b>Registered person unique reference number</b>	RP518906
<b>Telephone number</b>	01227 454557
<b>Date of previous inspection</b>	21 June 2023

## Information about this early years setting

Canterbury Day Nursery, Holiday Playscheme and ASC registered in 1977. It is located in Canterbury, Kent. The setting is open from Monday to Friday, 8am until 6pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 26 members of staff, of whom 20 hold relevant early years qualifications at level 2 and 3. One member of staff holds a relevant early years qualification at level 4, three staff are qualified at level 5, and two are qualified early years teachers.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- The inspector discussed the ongoing impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents, and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation of a planned water play activity, and focused on the quality of interactions.

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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