

Meopham Day Nursery - Kinder Group Limited

Inspection report for early years provision

Unique reference number	127300
Inspection date	28/06/2012
Inspector	Sarer Tarling
Setting address	Meopham School, Wrotham Road, Meopham, GRAVESEND, Kent, DA13 0AH
Telephone number	01474 813076
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Meopham Day Nursery is one of ten in a chain of provision owned by Kinder Nurseries Ltd. There has been a nursery operating on this site since 1991. The nursery is situated in the grounds of the Meopham Secondary School Campus, in Meopham, Gravesend, Kent. Children use six base rooms and a shared central indoor play area. There is a secure outdoor play area with a separate area for under two's.

The nursery opens from 7am to 6.30pm Monday to Fridays for 51 weeks of the year. It is registered on the Early Years Register to provide care for no more than 120 children. There are currently 140 children on roll. The nursery supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language. It provides funded education for children aged three and four. There are currently 27 members of staff, 24 of whom hold appropriate early years qualifications. One member of staff holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, children thrive as the dedicated staff team provides extremely high quality care and education. Staff enthusiastically embrace the uniqueness of each child and the fully inclusive environment values and nurtures children and their families. Parents and other professionals involved in children's care are carefully consulted and fully involved in all areas of children's learning and development. Children benefit from the rigorous self-evaluation systems which result in well-targeted plans for further development. These enable the nursery to have an excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing children's positive relationships with community members to help them make connections between different parts of their life experience.

The effectiveness of leadership and management of the early years provision

The nursery has robust and rigorous recruitment and vetting procedures to help ensure that staff are suitable to work with children. The highly skilled leadership

and management team are excellent role models who help to ensure that all staff are effectively monitored and supported. For example, they implement a detailed induction program, regular staff meetings and a highly effective appraisal system. They demonstrate an ongoing commitment to develop staff skills by sharing good practice and frequent internal and external training. Children are extremely well protected by staff's thorough understanding of the comprehensive safeguarding policies and procedures. Staff are extremely clear about how to respond to any concerns to fully protect all children in their care. Robust risk assessments consider all hazards and clearly show children's safety is given the highest priority. Outings are organised to enrich children's experiences and staff are rigorous about managing children's safety while out of the nursery.

The environment is very well-organised to enable children to have the freedom and space to explore the vast range of resources and activities independently. They have imaginative opportunities to play and learn outside throughout the day. Staff make excellent use of the local Country Park Forest School. Here children explore on fallen trees and enjoy seeing a real camp fire. Staff are effectively deployed to challenge and support children's welfare and learning. They are clearly passionate about meeting children's individual needs and work exceptionally well together, fully supporting excellent outcomes for children. All families are thoroughly welcomed into the nursery. Children develop a very strong sense of belonging, with many opportunities to see examples of their own work, photographs and names throughout the nursery. Staff provide meaningful experiences and activities which support children to recognise their own unique qualities and those of others. Positive images of diversity are incorporated throughout displays and resources across the nursery. Staff provide all children with equal access to activities and resources and are clear about narrowing any gaps in children's achievements. Overall, children develop an excellent sense of community although this remains an area for further development.

Partnerships with parents are a key strength. Parents feel fully involved in all aspects of the nursery and are exceedingly complimentary about the care and education their children receive. Staff keep parents frequently informed of their child's progress and invite them to contribute suggestions for the vibrant and varied curriculum. Staff anticipate the anxieties parents could face in situations, such as the transition to primary school, and help alleviate any concerns they may have. Social events, such as the Jubilee celebrations, and open days provide opportunities for parents to mix, chat with staff and explore all areas of the nursery. Parents are encouraged to provide family photographs for their child's 'My Special Book.' Staff use these to help children to settle and to share news of home events. The nursery is proactive in partnership working, successfully approaching and working with outside professionals involved in children's care and education. As a result there is a truly shared approach to children's care and learning.

Leaders and managers consistently communicate high expectations to staff. There is an exceptionally thorough and inclusive approach to self-evaluation. The whole team is wholly committed to continuous improvement, actively seeking feedback from parents, children and other professionals to enable them to evaluate all areas of their practice and make detailed plans for the future.

The quality and standards of the early years provision and outcomes for children

Children settle extremely well and thoroughly enjoy their time in the nursery. Staff discuss children's likes, dislikes and starting points with parents and assess children thoroughly. They use well-targeted observation and assessment systems to inform clear and concise individual planning. As a result children have a curriculum that challenges them fully and is tailored to meet their individual needs. For example, staff provide the materials and practical support so that a child can design and build a wooden bird house, helping to develop his passion for working with tools. A detailed tracking system across the nursery monitors how children are developing in all areas of the curriculum and demonstrates that children's progress is excellent. The leadership and management team rigorously monitor all planning systems.

Children are curious and motivated learners who fully explore their stimulating surroundings. They move around with great confidence and show extremely high levels of engagement in their play. They enjoy the company of each other and behave very well in relation to their ages and stages of development. They respond very well to consistent messages about how they should behave and are becoming aware of how to manage their own behaviour. Children learn how to keep themselves safe as staff provide valuable safety lessons on road safety and emergency evacuation procedures.

Children have extensive opportunities to extend their problem-solving skills. They weigh and measure ingredients and explore changes as water is mixed with corn flour. Staff provide torches which encourage children to play in tents and dens. Children spontaneously express their experiences through their imaginative play. Children can follow instructions well and demonstrate an excellent understanding of number as they count and subtract accurately. They are encouraged to recognise colours, shapes and numbers as they sort objects and build with a variety of construction materials. They have excellent opportunities for mark making both inside and outdoors. Many children can recognise and confidently write their own names. Babies are encouraged to make sounds as staff repeat familiar words and sing songs using lots of actions and facial expressions. Older children enjoy lively conversations with staff. Good quality books are freely available in all areas and children respond with great enthusiasm to stories, joining in as staff pause to encourage their involvement. Excellent use of information and communication technology promotes, supports and develops children's learning and helps them develop key skills for the future.

Children adopt excellent hygiene practices, washing and drying their hands thoroughly and using the toilet independently. Colour-coded cloths are used throughout the nursery and stringent nappy changing routines protect children from cross infection. Sleeping arrangements help to ensure children are closely monitored as they rest comfortably. Staff are vigilant in meeting children's individual dietary needs. Children enjoy the social meal times and enthusiastically eat from the wide range of delicious, nutritious foods. This helps them to make

healthy choices. They show very high levels of independence when helping to serve themselves and using cutlery. Children plant and grow their own food which fully promotes their understanding of sustainability and healthy eating. They relish active play outdoors in the fresh air and thoroughly enjoy activities on the soft play bus.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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