

Little Rays Day Nursery

The Ray Allen Centre, Stanhope Road, ASHFORD, Kent, TN23 5RN

Inspection date	25/09/2012
Previous inspection date	06/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- children engage in a wide variety of good activities both of their own choosing and adult-led because the nursery is well resourced
- regular assessments of children's progress are carried out and a good range of activities are planned to help them meet their next steps
- the nursery has good relationships with parents and regularly exchange information with them about their children's progress
- staff are friendly, supportive, well trained and competent
- the nursery engages in good partnership working to support children with special needs and/or learning difficulties.

It is not yet outstanding because

- the assessment of children's capabilities and skills is not carried out when the children first start at the setting
- children with English as an additional language do not have opportunities to use their home language within the setting.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- Information about the inspection
- The inspector arrived at 9.25am.
- The inspector conducted parent interviews.
- The inspector observed and tracked two children.
- The inspector carried out discussions with staff members and observed their practice.
- The inspector left the premises at 4.40pm.

Inspector

Linda Coccia

Full Report

Information about the setting

Little Rays Day Nursery registered in 2011 and is located on the same site as a children's centre in Ashford, Kent. It is one of over 50 settings owned by 4Children Limited. There are four main play areas and an office, nappy changing space, staff room and interview room. The nursery is on the Early Years Register. There are currently 70 children in the early years group on roll. The nursery receives funding for nursery education for two, three and four-year-olds. It opens each weekday, all year round from 8am to 6pm. All

children have access to a secure outdoor play area. The nursery supports children with special educational needs and/or disabilities, as well as those who speak English as an additional language. The nursery employs 14 staff, including the manager; of these, nine hold appropriate early years qualifications at National Vocation Qualification Level 2 and above.

What the setting needs to do to improve further

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

- assess children's starting points sooner in order to be more precise in assessing children's progress.
- provide more opportunities for children whose home language is other than English to use that language more within the setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good impact on children's learning and progress, given their starting points and capabilities. This is because all staff have a good understanding of the areas of learning and high expectations of the children. Children's progress records demonstrate regular and generally precise assessments of children's progress. The effective activity plans support each child to acquire skills and foster their capacity to continuously develop. Children are motivated by staff who show their own enthusiasm during activities, offer plenty of challenges to children and reward them with lots of praise and encouragement. Children demonstrate they are interested and enthusiastic learners who display characteristics of effective learning. However, those children who have English as an additional language are taking longer to reach expected levels of development. This is because of weaknesses in the provision of effective communication between themselves and staff. The provision of key words and flash cards in their home language would enable staff to close their learning gap more effectively.

Children have close caring relationships with their key people and other staff. They enjoy the closeness of story time, snuggled up on cushions or in the dens. They want to be involved in the stories and animatedly join in with well known phrases. Older children receive additional challenges to identify letter shapes or numbers. Children demonstrate good levels of communication and language. Children enjoy role play activities to act out their home scenarios to compound their learning from other activities. For example, writing lists for shopping and talking on play mobile phones. They demonstrate co-operation with each other as they act out well known television characters using appropriate props. The babies in particular love to use push button toys and utensils to

make noises and music. They use their whole bodies to show they appreciate rhythms. All children have opportunities to understand the world as they learn about a varied range of subjects. For example, from how things grow and where food comes from to understanding the computer programmes or learning about each other's cultural and family differences. Children choose whether to play with others or play alone. Some children like to engage in their own activities showing good levels of concentration as they tackle problems. For example, making a track for the trains where both end meet. They are delighted when they achieve this. All children are able to move freely between the indoor and outdoor areas. They happily extend their play into the outdoor area by moving toys and equipment to either area themselves. Staff allow children to take calculated risks to test out their own strength and abilities when using large equipment. The wealth of creative activities help children to enjoy different textures and mediums. From the sand and water play to painting, sticking and cooking, children ably use appropriate equipment to help them explore their chosen activities.

Parents receive regular information about the daily activities their children participate in. In return, they advise staff of activities and events their children participate in at home. This allows staff to be flexible in the educational programmes to include activities which hold interest for individual children. Overall, children are making good progress towards the Early Learning Goals. and have a good time whilst they learn.

The contribution of the early years provision to the well-being of children

Children show they feel safe and at home at the nursery because they move around freely helping themselves to toys and activities. This behaviour is the result of good effective settling-in and care practises shared between staff and parents. The well established key person system allows staff to form good working relationships with parents and ultimately a close bond with children to help children feel emotionally secure as they separate from their parents. Regular care routines, including snack and meal times allow children to feel emotionally and mentally secure as they become familiar with them.

Staff provide a stimulating, enabling environment for the children both indoors and outside. Toys are good quality and well maintained. Resources, especially those in the baby room are eminently suitable for the ages of children using them. For example, the heuristic play, treasure baskets allow children to explore their environment safely. Children's safety is a high priority for staff. Effective daily and monthly risk assessments ensure that children stay physically healthy and help them develop a suitable understanding of how best to use toys and equipment. For example, children help clear away unused toys to prevent trip hazards. Children practise the good evacuation procedures each month in order to become familiar with emergency routines. Effective management of children's behaviour is reflected in the good levels of co-operation between children. They demonstrate caring attitudes as they help each other and staff to manoeuvre toys and equipment and support each other in play activities.

Staff are good role models for the children. This reflects in the good levels of polite co-operation between children as they play together and share toys and experiences. For

example, children help each other with coats and show concern if other children cry. Children learn behaviour boundaries as they talk about what is acceptable with staff. For example, children know they must sit down to eat. Children demonstrate high levels of self care especially at meal times. They serve themselves with the healthy nutritious food and pour their own drinks. They eat heartily and make comments about getting big and strong. This shows their understanding that food directly affects their bodies. Coupled with lots of physical activity children demonstrate a healthy lifestyle at the setting.

The effectiveness of the leadership and management of the early years provision

The nursery is organised very well. The manager and staff demonstrate a good understanding of how to safeguard children.

This is because they have all completed appropriate safeguarding training. They follow clear concise policies and procedures in all aspects of children's care. For example, the complaints procedure is on display and the complaints log is available for parents on request. All required paperwork, such as, children's accident and medical records are up to date. The good departure procedures ensure staff only release children to suitable people i.e. those people that parents nominate to collect their child. Children benefit because they are secure and well looked after. The manager demonstrates a good understanding of her responsibilities towards staff. The recruitment and vetting procedures and the procedures for induction are rigorous and robust. New staff members have a mentor during their probation period. They also receive regularly monthly meetings with the manager to discuss their progress and set targets for their further development. Likewise, all staff have monthly, one-to-one meetings with the manager. The meetings may include detailed conversations about individual children's progress and areas for the staff member's improvement. They also discuss the staff member's own professional development and are offered training from an extensive programme of subjects.

The manager demonstrates a very good understanding of the areas of learning and how children learn. She rigorously monitors the educational programmes, set by staff to ensure that children's next steps are included and worked towards. The staff carry out concise assessments of children's skills and abilities and demonstrate an accurate understanding of how best to encourage further progress. However, initial base line assessments do not take place until nearly six weeks after a child has started. This means that children's starting points are inaccurate as they may have made un-assessed progress during that time. Good procedures are in place for the manager and key person to offer additional support to children who have special educational needs and/or learning difficulties. They work closely with other health professionals, other provision's care staff, and parents to enable children to progress given their individual needs.

The nursery has a challenging improvement plan. This has evolved through careful monitoring and analysis of procedures, discussions with parents about how the nursery operates and received suggestions for improvement from parents and staff. Regular visitors to the nursery, such as, the local Children's Centre advisory Teacher and the local authority setting improvement practitioner also have their recommendations included.

Strengths and weaknesses are effectively identified and some improvements have been carried out. For example, a new fence in the baby room garden. This shows that the manager and staff are able to continuously improve the setting. Parents report both verbally and in writing that they are happy that their children are settled and making good progress. Those interviewed reported that staff are friendly and welcoming and provide lots of information about how and what children are learning. Children benefit from this working relationship because their individual needs are being identified.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY429422
Local authority	Kent
Inspection number	884420
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	70
Name of provider	4 Children
Date of previous inspection	06/12/2011
Telephone number	01233 622307

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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