

# The Firs

114 Dover Road, Sandwich, Kent, CT13 0DB

<b>Inspection date</b>	04/04/2013
Previous inspection date	06/01/2010

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

## The quality and standards of the early years provision

### This provision is outstanding

- The leadership and management of the nursery is inspirational. Every member of staff is well qualified and has an exceptional understanding of their role and responsibility.
- The environment and resources, especially the outdoor area, are highly stimulating and inspiring, each child is able to flourish and make excellent progress in their learning and development.
- The partnership with parents is exemplary. They are involved at every stage of their children's time at the nursery.
- The self evaluation process is of a very high standard and is highly reflective and effective.
- The observation, assessment and planning process is outstanding, ensuring the outcomes for every child are individual and next steps are effectively and efficiently identified and acted upon swiftly.
- Staff monitoring and training is meticulous in its planning and implementation, ensuring all practitioners are highly qualified, experienced and suitable to work and inspire the children.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector agreed the plan for the day with management.
- The inspector viewed relevant documentation and record keeping.
- The inspector observed child care practices throughout the nursery.
- The inspector and the manager carried out a joint observation on an activity.
- The inspector fed back to the nursery management team.

## Inspector

Mary Vandeppeer

## Full Report

### Information about the setting

The Firs, is one of four settings run by St Bart's Day Nurseries. It opened in 2001 and operates from a detached house and uses five rooms for the children plus an office, kitchen and toilets. It is a privately owned setting and is situated in the coastal town of Sandwich in Kent. It is open each weekday from 7.30 am to 6.30 pm throughout the year. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 86 children aged from birth to under five years on roll, some in part-time places. There are 10 members of staff, all of whom hold appropriate early years qualifications, minimum Level 3. In addition there is a chef and housekeeper employed at the nursery. One member of staff holds the Early Childhood Studies degree and is the setting's Early Years Professional.

### What the setting needs to do to improve further

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

- make better use of displays of children's work, to ensure the reinforcement of recognition of their achievements and further promote confidence and self esteem.

### Inspection judgements

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

The outstanding leadership and management system structure in place has a highly positive and immediate impact on every child's development and learning. Children's starting points, skills, interests and individual circumstances are taken into account when compiling the exceptional educational programme. All staff members display a highly professional, realistic knowledge and understanding of children's expected levels of development across all the areas of learning. The extremely detailed and precise assessments are focused and highly effective. They also provide excellent additional support for children where levels of progress are less than expected. For example staff encourage children with extra needs, to recognise their own capabilities and move them forward with their willing co-operation. All children are motivated and eager to join in, demonstrating a willingness to learn. Children are making exceptional progress towards the next steps in their learning and any achievement gaps are being narrowed successfully.

All staff have an excellent understanding of each learning area, therefore all children can access activities which are innovative and interesting. Staff make learning fun for all the

children. For example, an activity with sand and water stimulates lots of questions about what happens when they are mixed together and allowed to settle. Words such as sinking, sunk, lighter and heavier, are used by children in the right context. They enjoy the interaction this activity brings. Staff continuously talk to the children, listen to what they say and interpret and link it into what they are doing. This fully engages the children. Adults use different activities and skilful questioning to encourage children's speech. A French teacher and a music teacher visit the nursery weekly and extend the already excellent educational programme for children. Children's independence is promoted exceptionally well in every area of their learning; they are able to choose from exciting and stimulating activities and resources. This is especially true of the outdoor area where children can allow their imagination to shine through. Several older children are observed outside, planting potatoes and as it begins to snow, they develop a game using the bales of hay stored in small covered area. They pretend they are riding and feeding horses. The children extend this activity as they refer to their earlier learning about castles, knights and princesses. Children have many opportunities to play cooperatively and negotiate what they do next, with each other and the adults. Children can look at different kinds of books and learn how to use them properly, reading stories of their choice and those they love best. Staff provide wonderful and exciting opportunities for children to further develop their physical skills every day. They can go outdoors every day, all day, if they wish. Children also visit local parks and nearby beaches in small groups. Staff are skilful in making sure resources are educational as well as exciting. For example, some two year olds are learning about weighing and measuring in a cooking activity. With adult help, they are able to recognise the numbers on the scales and know when to stop adding the flour. Storage boxes full of art and craft materials are always available to children of all ages. They enjoy being creative and make pictures for the nursery walls using a wide variety of media, including paint, textiles and natural materials. However, some display areas of the nursery are not used to their full potential. The children present are clearly pleased with their achievements, as some proudly point to their contribution. Adults show excellent skills at providing the children with the independence and confidence to try to do things for themselves. Children are kept interested in their environment and photographs show how they build dens in the copse in the garden, using branches and leaves. Parents' contributions are numerous and various; they can also enjoy the freedom of playing with their children on different days throughout the year. All children are making excellent progress towards the early learning goals. They are interested, enthusiastic learners who are always willing to try new experiences.

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

The children are clearly extremely happy, occupied and content at the nursery. They show they feel safe and secure by the way they freely move safely around the play areas. Before the children start, the manager and key person visit the child at their home. The manager believes very strongly that this really helps the children to settle in successfully. It also means the staff are able to gain an insight into the children's skills and capabilities, for example, in getting dressed and how they play with certain activities. The manager also ensures they obtain detailed, appropriate personal information on each child. For example, any allergies and dietary needs. This results in excellent development and

progress records being in place, right from the start. Staff use this to make absolutely sure they have the required routines and resources, such as a visual timetable, in place. Key persons and management continue to obtain accurate and up-to-date information from parents, about their children, to help make children's experiences more enjoyable and individually focussed. Practitioners are extremely knowledgeable about their key children's individual needs. They make sure they give children their undivided attention, helping them feel highly valued and important. The very young children respond well to verbal and non-verbal communication, interacting with their key person, by laughing and smiling or trying to copy them. They love cuddles, often sitting close to adults, or on a lap when playing or listening to stories.

The setting gives high priority to promoting children's healthy lifestyles. Children have free choice to go into the large nursery garden. They can play outside and take resources from indoors to extend their play. Exciting and stimulating activities provide children with an abundance of experiences outdoors, promoting their physical skills as well as playing in the fresh air. The nursery prepares and cooks all meals and snacks for the children on the premises. The fresh food is locally sourced and the menu comprises of healthy and nutritious choices. The children's behaviour is age and stage appropriate. Staff make sure children are constantly occupied. However, if children show signs of inappropriate behaviour, this is dealt with calmly, patiently and appropriately by staff. All children look to the adults for support and guidance, at some point or other. For example if they need help with an activity. Very young children are encouraged to develop self-care skills, for example, by feeding themselves and washing hands. Children are extremely well prepared for the next big step, such as attending the reception class. Adults show obvious pleasure and praise at children's efforts. This clearly motivates them to continue, with activities that perhaps need more concentration. The setting's unwavering focus is totally on providing highly individual care and learning opportunities to each child attending the nursery. The professional and detailed observations show how the staff are able to track every child and ensure they provide for every stage of children's development.

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

The provider has developed an exceptionally effective recruitment, monitoring, training and appraisal system. This means that every member of staff is fully checked before they start work at the nursery. The management team carefully supervises their probationary period and any issues are swiftly addressed. Training holds a high priority for the providers and all staff benefit from access to highly professional training both external and internal. Regular staff meetings, individual supervision sessions and appraisals occur monthly. This ensures staff are developing well professionally and the quality of care and learning for children remains consistently high. The management team and all staff members display an excellent knowledge and understanding of the safeguarding and welfare requirements. All have had Safeguarding and Child Protection training, either externally or in-house. The required documentation and record keeping is highly detailed, providing excellent information and analysis about every area the nursery provides for children and their families. All staff show they have an extremely thorough understanding

of the procedures to follow if there were concerns about a child in their care. Children's safety is very important to the provider, managers and their staff. They carry out thorough risk assessments on the environments children use and any outings undertaken. This ensures the nursery provides a safe, secure and high quality provision. The setting practises the evacuation drill frequently with all the children, to help them learn how to keep themselves safe in an emergency. The provider has highly effective, consistent, individually tailored and supportive measures in place, ensuring children's personal, social, emotional skills are promoted very well. The whole nursery is bright, and excellently equipped with quality toys and resources that suit all the age ranges of children attending. Key persons have discussions with parents at the beginning or the end of the day. There is also very good communication with other professionals involved in individual children's care which helps provide a continuity of care and learning.

The provider and managers have developed a highly effective and successful self-evaluation process. This ensures that any changes and improvements are monitored and the effect on the children and the nursery as whole is expertly assessed and evaluated. The outdoor area is constantly evolving and becoming more eco friendly and sustainable. The setting uses a variety of websites to communicate with parents, carers and potential users of their service. The nursery setting provides an outstanding level of care, learning and development opportunities and support for all children and their families.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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 action. 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

<b>Unique reference number</b>	EY307619
<b>Local authority</b>	Kent
<b>Inspection number</b>	909594
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Ms E. Norris and Dr. T. Hooper Partnership
<b>Date of previous inspection</b>	06/01/2010
<b>Telephone number</b>	01304 612040

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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, which are usually the childminder's 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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