

D-Dee's Day Nursery

D Deesday Nursery, The Ridgeway, Boughton-under-Blean, FAVERSHAM, Kent, ME13 9BB

Inspection date	10/10/2013
Previous inspection date	26/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff provide a warm welcome to the children each day which means that children form strong attachments to them.
- Staff use highly successful strategies to engage parents in their children's learning.
- Staff provide a wide range of interesting and exciting activities which help children to progress in their development and learning.
- Children have good choices about where they play and what they play with.
- The outdoor play spaces are full of resources to challenge children in their learning.

It is not yet outstanding because

- Staff do not complete assessments of all children on entry in order to plan for their progression from when they begin to attend.

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 observed the interaction between staff and children.
- The inspector sampled a selection of the setting's paperwork including their safeguarding procedures, children's records and risk assessments.
- The inspector talked to a parent and took into account other written representations from parents.
- The inspector carried out a joint observation with the provider.
- The inspector talked to staff and children.

Inspector

Linda Coccia

Full Report

Information about the setting

D-Dees Day Nursery opened in 1996. It operates from a building with five rooms, an office, cloakroom, kitchen and staff room in Boughton-under-Blean, between Faversham and Canterbury. The nursery serves the local area and surrounding towns. All children share access to secure enclosed outdoor play areas; a playground, a sensory garden and a grass garden. Children use the ground floor of the building.

There are currently 40 children on roll who all fall within the early years age range. Children aged three years and four years receive funded nursery education. The nursery is also registered to receive free early education for two year olds.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery has procedures in place which enables them to support children with special educational needs and/or disabilities.

The nursery employs 10 members of staff including the owner and a cleaner. All staff hold appropriate early years qualifications at National Vocation Qualification level 3 or above.

What the setting needs to do to improve further

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

- complete assessments on all children on entry to ascertain their starting points in order to plan for their progression from the start

Inspection judgements

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

Staff have a good impact on the children's learning and progress because they cater for each child's individual needs taking account of their capabilities and interests. Children attend for a variety of times and on different days. The key persons have buddies who can cater for children's needs if their key person is not present. Staff demonstrate a good understanding of how young children learn and develop and therefore can effectively estimate children's expected levels of development. This means that children receive support to acquire skills and increase their capacity to develop in the next stages in their learning. The written observations and assessments of the children in their learning

journeys are comprehensive and accurate. However, staff do not complete initial assessments on children on entry but wait until the next half term. This means that they are unable to assess children and plan for their learning needs during their initial starting period. Nonetheless, children's records show they are making good progress towards the early learning goals.

Children engage in a variety of excellent activities, particularly in the outdoor areas. Children help staff prepare the outdoor areas by selecting the activities from the storage sheds. They choose the books for the outdoor reading areas and check the safety of the equipment. Children are very creative outdoors with chalk boards, painting and printing on Perspex boards and making more marks with squeegees whilst cleaning off the boards with water. Children recycle the water caught in buckets for watering plants. The children have helped create a lighthouse and some windbreak walls from plastic milk cartons. The wall has helped create a secluded area for the babies in the grassed garden. This means that children learn to recycle different items. The children proficiently operate computer pads to learn about lighthouses or other items that interest them. The babies and toddlers use push button toys and particularly enjoy those that play music. This helps children become familiar with technology.

Staff snuggle with children in cosy corners to read books and make up stories. Staff use very good challenges with children to make up their own story endings or consider what might happen next. Children use language well and are able to give their own opinions and thoughts. Staff capture children's quotes and display them on the walls. This helps children understand that words have meaning and help them feel that their ideas are valued. Children eagerly explore new equipment as staff provide a range of different musical instruments on a wooden frame. The children decide which instruments they want to play and work out how best to change the frame to display the instrument they choose. This encourages them to use mathematical skills in fitting the frame together with the end result of enjoying exploring the sounds the instruments make.

The provider has excellent procedures for engaging parents in their children's learning overall. Following requests from parents, the provider has developed a resources box with activities that parents borrow for use at home with their children. The parents complete a short assessment of the activity, which is included in their child's progress record. The staff also work very closely with parents in supporting children's transitions in the different stages of their learning and to school. Staff ensure children are school ready with letter and number recognition and are independent enough in self care routines. All children receive good support and have an enjoyable time at the nursery.

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

Staff are effective in helping children feel emotionally secure at the nursery because they use good procedures to welcome them onto the premises and help them settle in. Children form strong bonds with all staff but primarily their key person who is responsible for getting to know their key child and it's family. Children move around confidently, both indoors and outside selecting activities from the well-resourced welcoming environment.

This helps them to develop independence and cooperation with others and shows that the children feel secure.

The staff are good role models for the children demonstrating respect for each other and the children. The staff teach children to show concern for each other and to share their toys, using the golden rules as examples and for discussion with the children. Staff also use good strategies, such as, distraction to manage the younger children's behaviour. Children gain a good understanding of risk as they use activities, especially outside. For example, the children use the climbing frames as they want. The staff remind them to consider other users and to keep themselves safe.

Children are involved in lots of food preparation and cooking activities. They are proficient in using good hygiene procedures prior to handling food and eating meals. At meal times children are proactive in laying tables with tablecloths, utensils and cutlery. They demonstrate high levels of cooperation because everyone has a job and enjoys taking on the responsibility of it. Children grow vegetables in the garden, cook the produce and enjoy the different tastes. This means they learn about growth and where healthy foods come from. The staff help children understand about the effects of physical activities on their bodies as they play. Staff remind children to have rest periods and drink lots of water. This means that children engage in and learn about the importance of a healthy lifestyle.

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

The provider organises her nursery well. She and her competent staff team use good procedures to safeguard children and keep them secure. The staff clearly know the procedures to follow and who to contact if they have concerns about children. All staff have attended child protection training and have enhanced disclosures issued by the Criminal Records Bureau, or more recently the Disclosure and Barring Service. This means they have had their suitability to work with children checked. Staff are proficient in keeping children's records up-to-date and store them appropriately. Effective risk assessments are carried out to ensure children's safety. This means that children are safe and secure in the setting.

The provider has been able to develop an effective staff team because the majority of staff have been together for a number of years. The provider demonstrates her responsibilities towards her staff by providing them with opportunities for their professional development. She uses rigorous and robust procedures to employ and check staff. She offers a good induction process to new staff and regular one-to-one sessions and appraisals for all staff. This means that competent, experienced staff care for children.

The provider uses good procedures to monitor the exciting educational programmes decided upon by staff. She regularly meets with staff to discuss the activities chosen for individual children to help them progress. She checks the children's observation and assessment records to see that they are accurate. This enables her to decide if any

interventions are required. The provider is the nursery's Special Educational Needs Co-ordinator (SENCO). She is responsible for liaison with other health and education professionals to secure support for any children who require additional services. The provider has made some excellent links with other agencies and providers in the area. The provider also has excellent relationships with the parents of the children who attend. They consult about planned changes to routines and procedures and receive regular in-depth updates about their children. Parents report that they are very happy with the service provided and the progress their children are making. Children benefit from the very good relationships because their parents are well informed overall.

The provider regularly consults with staff, parents and children in order to evaluate her setting. She uses their ideas, suggestions and requests to assess the strengths and weaknesses and formulate ideas for improvements. The provider addressed previous recommendations and continues to demonstrate a concerted effort to maintain the improvement of her setting. Children benefit from improvements because they use more challenging activities, and are interested in their learning and this helps them make good progress.

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

Unique reference number	127141
Local authority	Kent
Inspection number	842846
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	40
Name of provider	Deborah Anne Gunn
Date of previous inspection	26/10/2009
Telephone number	01227 751971

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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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