

The Children's Nest, Nursery and Childcare Centre

12/12A School Lane, RAMSGATE, Kent, CT11 8QX

Inspection date

12/07/2013

Previous inspection date

Not Applicable

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

- The leadership and management team are motivated and committed to promoting staff's professional development to improve their knowledge, understanding and practice.
- The environment offers exciting play spaces for children using all parts of the building, creating a welcoming, stimulating environment.
- Staff interact well with the children, promoting relationships and children's personal, social and emotional development well.
- Books are used well to support children's literacy skills in story time and as a resource in all areas around the room.

It is not yet outstanding because

- Staff do not fully promote children's mathematical skills, knowledge or recognition through numerals in the environment or through practical daily routines.
- Staff do not use snack time effectively as a learning opportunity but as part of the daily routine.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The majority of the inspection was spent observing the interaction between staff and children.
- Documents were sampled and reviewed including the procedures for safeguarding.
- Discussion was held with parents to obtain their views on the day of inspection.
- A joint observation was carried out with the manager in all areas of the nursery.

Inspector

Jane Wakelen

Full Report

Information about the setting

The Children's Nest, Nursery and Training Centre is run by Thanet Early Years Project which is a registered charity. It was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from the ground floor of a converted factory in central Ramsgate, Kent. It has been refurbished to provide an open-plan play area for children to play, with two outdoor areas. The nursery is open from 8am to 6pm, Monday to Friday, all year round.

The nursery has 57 children on roll including children with special educational needs and/or disabilities and children with English as an additional language. The nursery offers free early education for children aged two, three and four years.

There are seven staff, of whom all hold an early years qualification. There are four members of staff that hold a level 3 and the manager has Early Years Professional status.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their mathematical knowledge through practical routines and numerals within the environment
- develop snack time so that it becomes an additional learning activity and not just a daily routine, to promote children's learning in all areas.

Inspection judgements

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

Staff provide a good range of stimulating activities and resources for children to play with. They have a good understanding of the learning and development requirements of the Early Years Foundation Stage and use this effectively to plan for children's learning. The well designed nursery, provides different play areas for children to explore and discover. Staff use the space to set up different zones to cover all areas of learning and support children of all ages. For example, the youngest children have an area where they can play freely, moving around with all toys accessible to them. However, low dividers still enable them to feel part of the nursery as a whole and offers opportunities for siblings to be with each other. Children are able to select areas to play, using equipment and resources to meet their individual needs.

Staff promote children's language and communication skills through positive interaction with the children. They talk to them about what they are playing with and extend children's vocabulary, offering new words. For example, a member of staff asks a child, 'can the helicopter land on the helipad'. Children handle different objects behind a screen and use their developing vocabulary to describe what they can feel. This extends into a group activity with children taking turns and excitedly offering clues to their peers with good support from the adult. Staff provide some mathematical resources to children, encouraging them to make patterns with the pegs or to recognise the simple two-dimensional shapes. However, staff do not always support children in developing their mathematical language through activities or encourage recognition of numbers in everyday activities. Consequently, some children are not confident in naming numbers or using mathematical language that is familiar to them.

Children show good physical skills as they match the shapes in the puzzle and join the construction pieces together when creating a structure. Staff provide support when necessary but encourage children to try to join pieces without help. Children use paint brushes with skill and enjoy putting marks on paper, promoting children's literacy skills. Larger physical skills are encouraged both indoors and outside. Staff provide large wooden bricks for children to build, stepping stones to balance and balls to throw, enabling children to learn different skills. Outside play is extended for children to water the tubs of flowers and trees or to sit and look at books. Plans are in place to enhance the opportunities outdoors further through the addition of an extra play space.

Children enjoy the good interaction by staff and involve them in their play. For example, a child plays in the sand with a car. With support from a member of staff they learn that although it is buried it is still there. Water play and coloured rice offer additional natural materials to play and explore, alongside adult-led activities using mashed potato for the younger children and gloop. Staff support children's decision making allowing them to lead their play and consequently children show good concentration and are engaged well in their play. Staff move around the setting to where they are needed, providing extension and support to children's learning.

Regular observations are carried out by the staff and recorded to build children's learning stories. Staff complete the two-year old progress checks for parents to share with health professionals. This provides an accurate assessment of where children are in their development. Staff record children's interests and these are used to inform the planning and to provide next steps in children's learning. Parents are involved in this process, through contribution of written comments, bringing in photographs or simply looking at the learning stories on a regular basis. Consequently, parents feel fully involved with their children's learning. Children with additional needs or with English as an additional language are supported well because of the good partnership between the parents and the key person.

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

The key person approach is implemented effectively into the nursery providing children with familiar faces to form secure attachments with. The good relationships between the staff and the children enable children to flourish in an environment that treats them with equal respect and kindness. Parents are introduced to their key person from the first day establishing a good rapport that encourages a two-way sharing of information to support the child's individual needs. Children are encouraged to be independent when taking themselves to the toilet and washing hands, preparing them for the next stage in their development. Children behave well and are developing their understanding of the rules of the setting with guidance from the staff.

Children demonstrate a feeling of security in the setting. They move confidently around all areas, choosing resources and approaching staff when they need help or to share their learning. Staff provide a safe environment for children, constantly assessing any hazards and minimising these through careful risk assessments. Staff help younger children to manage the sloping floor as they learn to master their walking skills. Older children are provided with wooden crates to build and balance as they take considered risks in a safe environment.

Staff provide good role models for the children implementing good hygiene procedures for nappy changing, food preparation and eating areas. Children learn the importance of personal care, including using tissues for their noses and disposing of them in the bin. A healthy balanced diet is in place including a range of healthy snacks to encourage children to eat well. Staff provide a snack bar for the children as part of the daily routine. However, staff do not fully develop this to become a learning opportunity for extending social skills, language and mathematical skills.

Staff constantly review the environment to ensure the space is being utilised to accommodate children's interests. Each area has resources accessible to children and organised to allow them to become familiar with what is available. The role play area is particularly popular, with staff providing suitable props and resources to enable children to develop their imagination and act out familiar roles from home.

Staff have a good understanding of the skills children need to prepare them for school and work alongside the parents to achieve this. For example, children develop independence in putting on their shoes and jumpers. They recognise their name for self-registration and develop their pencil skills, along with their hand and eye coordination. Parents work with the key person to support children's learning building on their concentration and language skills to prepare them for their next move to school.

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

The leadership and management of the nursery is committed and motivated to provide extremely good care and education for the children attending. Rigorous procedures for recruitment are in place to ensure the suitability of new staff members joining the nursery. These include all the relevant checks, in addition to a thorough induction both of the

policies and procedures and the practice within the nursery. Regular supervisions and annual appraisals are implemented to ensure the ongoing suitability of staff. The management understand the importance of well-qualified staff and place emphasis on regular training to update staff's skills and to gain further qualifications.

Monitoring processes are in place and are constantly reviewed to ensure they are effective in identifying how well the environment supports children's learning. Also how well children are progressing in all areas of their learning and development. Consequently, changes are made to the positioning of resources or additional toys made accessible to fully promote all children's interests. The reflective approach adopted by the management team results in a focussed approach by the whole staff team to constantly evaluate activities, resources and children's learning.

Safeguarding is secure and procedures are embedded well throughout the nursery. Good procedures for the arrival and departure of the children promote children's safety and prevent unwanted visitors entering the premises. A well-written policy is in place and implemented by all staff who attend regular training to update their knowledge and understanding.

A process of self-evaluation is developing well with the management team seeking views from the staff, children and the parents to inform the decision making processes. The manager has a good awareness of the strengths of the setting. With support from the leadership team she implements thorough action plans to make continuous improvements.

Partnerships with outside agencies are well-developed. The staff work with the families as a whole to enable individual children's needs to be met and addressed by relevant agencies. The special educational needs coordinator within the staff team provides support for the staff to prepare individual educational plans. Outside professionals are fully involved in conjunction with the parents. This good process is further supported by the developing connections with other providers to share information with parent's permission to meet children's individual needs.

The Childcare Register

The requirements for the compulsory 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	EY454761
Local authority	Kent
Inspection number	897008
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	57
Name of provider	Thanet Early Years Project
Date of previous inspection	not applicable
Telephone number	01843591200

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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