

# The Children's Nest, Nursery and Childcare Centre

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

<b>Inspection date</b>	25/11/2013
Previous inspection date	12/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 build strong partnerships with parents, dealing professionally with any issues and sharing detailed information about children's care and development.
- Staff focus on children's interests and include them in the planning so children make good progress from their starting points and capabilities.
- Children's critical thinking and problem-solving skills are very well fostered by staff, who consistently use effective questions to prompt children's thinking.
- The self-evaluation process is well developed and the leadership team support the manager and staff well to implement change, which has a positive effect on children's learning.

### It is not yet outstanding because

- Some areas within the pre-school do not invite children to play, such as the book area.
- The baby areas are occasionally over crowded with resources, which impacts on the experiences for babies to support their learning and development.

## 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 inspector had discussions with the manager and most staff members.
- The inspector sampled records and documentation relating to children's progress and development and key policies to support the safety of the children.
- The inspector observed children engaged in activities indoors and in the outside area.
- Five parents were interviewed and their views taken into account.
- The inspector and manager undertook a joint observation of an indoor activity.

## Inspector

Joanne Wade Barnett

## Full report

### Information about the setting

The Children's Nest, Nursery and Training Centre registered in 2012 and is run by Thanet Early Years Project which is a registered charity. The nursery operates from the ground floor of a converted factory in central Ramsgate, Kent. It has been refurbished to provide an open plan 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 is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 60 children on roll in the early years age range. The nursery receives funding for the provision of free early education. The nursery currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

There are currently seven members of staff, including the manager, who work with the children. Of these, six hold a recognised early years qualification at National Vocational Qualification level 3 or above. 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:

- create an attractive book area where children and adults can enjoy books together .
  
- expand and develop the environment to enhance babies' curiosity and interests.

### Inspection judgements

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

The staff team have a good knowledge and understanding of how to promote children's learning and development. They provide a wide range of interesting and challenging experiences that support children's progress across all areas of learning. Consequently, children are acquiring the skills for the next steps in their learning. The children clearly enjoy learning through play and are keen to choose from interesting experiences offered. They direct their own play, much of which stems from small remarks or current interests. For example, children delight in booking a holiday in the home corner, taking the booking on the phone and writing out the ticket. Toddlers and babies benefit from the heuristic play baskets, where they are able to develop their understanding about the world from a young age. However, the learning environment for babies' is not as fully developed as other areas in the nursery to effectively support their exploration.

Conversation and discussion feature highly throughout the nursery as staff continuously narrate what is happening. Children learn that print has meaning through the rich indoor and sensory garden environments in which reading and writing materials are readily available. Although the book area is adequately stocked and provides a comfortable sitting area, the children use it very infrequently for this purpose. Consequently, there are missed opportunities to engage children to the benefits of reading quietly. A range of matching, sorting and sequencing activities effectively promotes children's mathematical thinking.

The atmosphere is relaxed and one of busy purposeful play as children develop an understanding of how to be expressive in their art and design. A wide selection of resources enable the children to make their own decisions, such as junk modelling, play dough, painting and a firm favourite with the children the water play. Children practise gaining good hand and finger control. For example, they experiment with twigs, pebbles, plastic tubes, and use sieves, spades and containers in the water tray to fill and empty the containers.

Children have individual 'learning journey' records. These contain regular observations that effectively help to inform plans and to monitor their progress. Parents are encouraged to contribute to these records providing a good two-way method of sharing information. Progress checks for children aged between two and three years are completed. This provides a summary of the children's strengths and any areas where they may be making less progress than expected. As a result, this enables staff and parents to work together to support children's future progress.

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

Children benefit from a warm, safe and stimulating environment. Well-resourced playrooms offer plenty of space for both tabletop games and floor activities. Children reach toys with ease, due to the arrangement of low-level cupboards and drawers. Older children are happy and display confidence in talking with staff, while babies are reassured with cuddles when tired or hungry. There is a well established key person system in place that helps maintain children's emotional well-being. It provides continuity and consistency of care for the children. Staff implement effective strategies to help settle new children in. For example, they encourage parents to participate in settling-in visits and gather information about the children's interests at home. This enables them to have a good understanding of children's individual needs and routines and effectively meet them.

There is a good emphasis on healthy lifestyles and children are developing a secure understanding about healthy eating. They make their own choices about the snacks they wish to eat and the quantity from a wide range of healthy food provided. Staff talk about the benefits of eating healthy food, such as fruit and vegetables. The older children are able to pour themselves a drink of water during the day or milk and water at meal times. Consequently, children know this helps them to grow up strong and quenches their thirst during the day. They are physically active and have good opportunities to play outside and develop a good understanding of how to keep safe. They engage in regular routines that promote good hygiene. For example, they wash their hands before snacks and meals, and

with gentle reminders from staff use tissues to wipe their noses independently.

Children's behaviour is good. They understand how to take turns and enjoy cooperative play. Staff work with the children to sort out any disputes and give consistent firm boundaries. This helps children develop negotiation skills and become assertive. Children invite their friends to play with them and play together for lengthy periods as they build ramps and bridges with large construction toys. Children learn to be independent in their self-care as they do up their coats and manage their shoes. Overall, they acquire good skills to help them as they move on to school.

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

There is a good awareness of safeguarding issues among all staff in the nursery. They have a secure knowledge of child protection issues and confidently discuss the procedure to follow should any concerns arise. Robust recruitment measures are in place with all relevant checks carried out prior to staff starting at the nursery. A detailed induction supports staff to understand their responsibilities along with regular supervision and appraisals. As a result, they are knowledgeable of their role and demonstrate professionalism. The manager maintains a good overview of the curriculum and all staff demonstrate a strong understanding of their responsibilities to meet the Statutory Framework for the Early Years Foundation Stage requirements. For example, staff understand their responsibilities to provide safe play environments for children both indoors and outdoors. As a result, children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The senior management team keeps well-organised records, including policies and procedures to support the children's safety and welfare. This means parents are well informed about how the nursery operates and staff are supported to implement these consistently. The senior management demonstrate a strong commitment to ongoing improvement in order to drive forward positive changes in the nursery to benefit children. Staff target areas for development well with challenging improvements, which drives and sustains ongoing improvement effectively.

Partnerships with parents and carers are a clear strength of the nursery. Parents warmly praise the 'caring and supportive' staff team and the progress their children are making. Management keep parents informed about the nursery's policies, such as the food and drink policy. Staff regularly inform parents about their child's learning through daily verbal feedback and written diaries for the younger children. There are good links with other early years providers, which further aids children's progress. Good liaison with local agencies and other professionals benefits children who may need additional help to support their learning and development.

## **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY454761
<b>Local authority</b>	Kent
<b>Inspection number</b>	937739
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Thanet Early Years Project
<b>Date of previous inspection</b>	12/07/2013
<b>Telephone number</b>	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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