

Hemsley House Day Nursery

137 Tonbridge Road, Maidstone, Kent, ME16 8JS

Inspection date	16/12/2013
Previous inspection date	09/10/2009

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

- Children are developing good communication skills due to the positive teaching input and reinforcement of staff.
- Parents and carers are highly involved in their children's developmental journeys.
- Kind and caring staff support children to settle. Children talk about how they are feeling and know they will be listened to. As a result, they feel emotionally safe and protected.
- Staff and managers are committed to improvement, resulting in an environment that continuously evolves to improve outcomes for children.
- Staff have a high regard for children's safety so children play in a safe and secure environment.

It is not yet outstanding because

- Snack time does not promote children's independence as well as possible.
- During group activities staff are not always sensitive to the needs of the younger children and they occasionally lose interest and become disengaged.

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.

Inspection activities

- The inspector observed activities upstairs, downstairs and in the garden.
- The inspector had discussions with staff, children, parents and carers.
- The inspector read parents and carers views and opinions.
- The inspector undertook a joint observation with the deputy manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Full report

Information about the setting

Hemsley House Day Nursery was first registered in 1984 and was taken over by the new owners in 2003. The nursery operates from a large house located near Maidstone town centre. Two floors of the house are used to care for children. Children have access to an enclosed outdoor play area. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. There are currently 72 children aged from two to under five years on roll. Provision is made to support children with special educational needs and/or disabilities, and those who learn English as an additional language.

There are eight staff members who work directly with the children. Of these, seven have at least level 3 qualifications and three are studying for either a level two qualification, an Early Years Foundation degree, or Early Years Teacher status.

What the setting needs to do to improve further

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

- strengthen arrangements to further promote children's independence; particularly at snack time
- improve the organisation of group activities to make sure that each child is kept occupied and engaged during this time.

Inspection judgements

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

Children make choices about what they play with but receive good guidance from staff who also arrange activities for them to participate in. They teach children to have a strong awareness of what is right and wrong and feel able to say how they are feeling. This is because they are listened to by kind and caring staff who support them to talk about their feelings. Children who are upset on arrival settle very quickly due to the compassion they are shown by staff. Children are friendly and are taught good manners. They talk about their likes and dislikes at nursery and are encouraged to share toys and resources. This helps them to feel emotionally secure.

The nursery environment is rich in conversation and children who have difficulty communicating verbally, communicate very successfully using signing. Adults successfully

use questioning to help children think and talk through what they are doing. They ask them to think of words to describe what they are doing and children use descriptive language very well. Children with delayed speech development are making good progress as, for example, adults offer them their favourite toys which they say the names of. Books are easily accessible and children help themselves, turning pages competently, showing an interest in what they are looking at. There are many opportunities for children to practise their writing and pre-writing skills. For example, during role play children write postcards. Children spell out their names and are encouraged to write their names, resulting in good skills. The environment is rich in the written word resulting in children developing good letter recognition. Children study planets hanging from the ceiling and staff help them to compare and contrast the sizes of them. They play with dice, singing songs that relate to the numbers they see. Children sort camels by size and colour, learning mathematical concepts.

When playing with dough children use tools to create with, this also develops their small muscles. Staff make pens and pencils easily accessible, resulting in children developing good early writing skills. The large and interesting garden provides a good learning environment where children enjoy playing. They ride on toys skilfully showing good awareness of space as they do so. They help themselves to spades and rakes and use them to prepare and look after gardening areas. Children are also growing beans indoors, learning about the natural world. Staff use resources very well, providing small and transparent greenhouses to enable children to study the growth of their beans. Children are taught to be competent users of the computers and play with programmable toys such as cameras during imaginative play. They take on roles, mimicking adults and acting out story lines. Children are encouraged to use their imaginations to great effect in the garden when they pretend to go on a bear hunt, for example. They are supported to do this as the garden is arranged interestingly with natural areas such as plant tunnels. When music is on children dance in time to what they are hearing and explore musical instruments, which are easily accessible.

Each child has a bright and colourful developmental folder which parents and carers may look at whenever they wish, taking them home regularly to share with all family members. Children also enjoy looking at them regularly, celebrating achievements with key persons. Parents and carers are encouraged to add to their children's developmental folders and key persons work very closely with them, resulting in children receiving good support. Parents and carers share children's starting points so that key persons are able to continue learning. They are informed about what children are participating in at nursery and continue the learning at home. This results in positive outcomes for children.

Planning is based on children's individual needs, which supports children to make good progress through the developmental stepping stones. Children benefit from participating in a range of adult and child led activities. Children are divided into two age groups but on occasions they come together to play. This results in them forming relationships with all staff. However, although younger children participate in activities during these times, they lose interest in as staff do not always ensure that the activities are age appropriate for the whole group.

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

Children feel safe and secure at the nursery. They have formed strong relationships with their peers and adults. They arrive happily and are pleased to see each other. When they are settling they are supported by kind and caring staff who understand why they may be upset, for example, offering comfort and good listening skills. Children are relaxed with visitors, confidently sharing their positive thoughts about their time at nursery. Staff arrange toys and resources well to allow children choice, and offer opportunities in all areas of learning.

Staff teach children to be independent users of the bathroom. They know why and when they need to wash their hands and do so willingly. Lunch and snack time is a social occasion and children enjoy healthy and nutritious meals. At lunch time adults sit with children, helping them to develop good table manners, supporting them to use cutlery correctly. Children's dietary requirements are respected and all staff are aware of them. However, staff miss some teaching opportunities to support children's independence at snack time as they pour children's drinks for them. Fruit is pre-prepared and although children are offered tongs to help themselves to pieces of fruit the adult actually does this for them. Although children are very good at trying new foods and offering their opinions on what they taste, if they do not like the fruit offered at snack time there is not an alternative. Children are taught about healthy eating and where foods come from as the chef creates homemade meals using the vegetables and herbs that children grow in the garden. As a result, children display a willingness to try new foods. All the children who require a sleep after lunch have the opportunity to do so for the period of time that parents and carers request. On the day of the inspection two year olds that are not sleeping are offered very little play while they wait for others to wake and attend the Christmas party. Children play outside daily, helping them to understand the importance of fresh air and exercise to a healthy lifestyle.

Children form relationships with all staff, which eases the move from one room to the next. They are confident children who are supported to share and take turns. They are encouraged to be independent in some ways, such as hanging up their own coats. However, some opportunities to further promote their independence and self help skills are missed, especially during snack time. Children are interested learners who show curiosity about what they do, but staff do not always encourage all children to join in as well as possible during group activities. Children are well behaved and show care and consideration to others.

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

Children play in a safe and secure environment as all staff have a high regard for their safety. Everyone participates in safeguarding training and are fully aware of their roles in protecting children from harm. Risk assessments of the nursery are undertaken regularly. They are thorough and robust, taking into account everything that children come into contact with and checking adults' ongoing suitability. Immediate action is taken to

minimise any potential risks. There are detailed policies and procedures in place. These are reviewed regularly to ensure that they reflect current practice and are shared with parents and carers so that everyone is fully aware of the nursery's practice. The recruitment procedure is thorough and robust and staff are fully aware of their roles within the nursery. This helps to keep children safe and well cared for.

The owners strive to offer an ever-improving setting and continuously assess their practice to help them do this. They value the views and opinions of parents, children and supportive services to help them do this and everyone is involved in the evaluation process. Recommendations for improvement raised at the previous inspection have been addressed, improving outcomes for children. For example, a recommendation that the setting add information that parents share about children's progress to the formal records of assessment has been acted on. Staff now do this very successfully and it is a strength of the setting, resulting in positive outcomes for children. Staff have also made improvements to the monitoring of the educational programme. They have devised a system where all staff contribute to the monitoring of the learning that happens. This has helped them to identify individual strengths and where children may need further support. Staff review activities that children participate in to ensure that they encourage children's learning and that they can be built on to support further development. Consequently, children are enjoying a varied and broad curriculum and making good progress. Staff participate in regular monitoring sessions which help them to improve their practice. They are very keen to develop their knowledge and understanding and participate in regular training.

Parents and carers are welcomed warmly to the setting. They talk to staff sharing things of importance that help key persons to offer individual care. They praise the nursery saying that their children's confidence has grown in a setting where staff are warm and caring. They report that staff are very supportive and that their children feel happy and safe. When children require further support key persons work very closely with parents and other professionals. This means that children receive the individual care that they require and make good progress.

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

Unique reference number	EY260056
Local authority	Kent
Inspection number	943323
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	48
Number of children on roll	72
Name of provider	Hemsley House Childcare Ltd
Date of previous inspection	09/10/2009
Telephone number	01622692977

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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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