

Westerham Day Nursery

Churchill Primary School, Rysted Lane, Westerham, Kent, TN16 1EZ

Inspection date	17/12/2013
Previous inspection date	02/07/2009

The quality and standards of the early years provision	This inspection:	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		1
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 know the children extremely well and meet their individual needs impressively.
- Staff work successfully in partnership with other agencies to support children with special educational needs and or disabilities. As a result, these children enjoy continuity of care and very good support in their learning and development.
- Children understand the rules and boundaries in the nursery. The staff are excellent role models and as a result children learn to be kind to one another; they take turns during activities and share with their peers.
- Staff promote children's all-round learning and development well and provide stimulating activities that help children to become independent learners.

It is not yet outstanding because

- Although children's literacy skills are promoted, opportunities for children to extend their early writing further by using mark making for different purposes in the role play area are less consistent.

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 observed children in both playrooms and outdoors.
- The inspector completed a joint observation with the nursery manager, outside in the garden area.
- The inspector sampled documentation required for the safe and efficient management of the provision.
- The inspector took account of feedback provided by parents during the inspection.

Inspector

Maria Powell

Full report

Information about the setting

Westerham Day Nursery originally opened in 1994, and has been under the current ownership since 2005. It operates from two rooms in a purpose built building in the grounds of Churchill Primary School in Westerham, Kent. The nursery is open each weekday from 7.45am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There is easy wheelchair access and disabled facilities inside. There are currently 81 children aged from three months to five years on roll. Of these 32 children receive funding for nursery education. Children attend for a variety of sessions each week. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery employs 19 staff, 14 of which have early years qualifications, there are two nursery apprentices, an administrator, a cook, and a lunchtime assistant. The setting receives support from the Local Authority and enjoys strong links with the school and other pre-school providers.

What the setting needs to do to improve further

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

- enable children to have more opportunities to develop their literacy skills, for example, by providing further mark making tools and materials, in different areas of the nursery.

- extend opportunities for children to explore a variety of natural materials.

Inspection judgements

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

The staff support the children well in their learning and development. They learn about children's starting points from their parents and make ongoing observations to assess their progress. The staff use what they learn from their assessments to effectively plan for the individual learning needs of the children. The lead co-ordinators of the rooms lead the rooms well, as they offer good support to other staff and monitor the educational programmes. The children are then given appropriate activities to promote their all-round learning and development. For example, during a play dough activity children talk about shape and size, showing their mathematical awareness, as they mould and manipulate the dough. They help themselves to a variety of tools during the activity, using them with good physical control. There are further activities including a creative activity. The staff support the children well by offering suggestions in how materials will stick to the paper

and allow children to use their own creative ideas. They actively support children's communication and language by asking appropriate questions and showing a genuine interest in what children have to say. The staff instinctively know how to extend activities to offer children sufficient challenge and they respond well to children's interests. They support the children with special educational needs and those learning English as an additional language to a high standard. They communicate with the children using sign language, together with spoken words to help children to acquire English and make their needs known. The staff also learn key words in children's home languages, by asking parents for this information before the children start the nursery. They use these words during routines and children's play to show that their home languages are valued and this also aids children's understanding and communication.

The staff in the 'bumblebee room' encourage the younger children to listen to the music being played as they move their bodies from side to side to the music. The children express themselves through movement and gain physical control and confidence. This room has stimulating activities set out for the children to take part in; this includes playing with electronic toy shape sorters, books and various other activities. The children are encouraged to count the different shaped blocks into the shape sorters and staff also help children to begin to recognise the different colours of the items they place into the tubs. The staff support the children well as they use their developing physical skills to climb and walk across the soft blocks. The children laugh and giggle as they move around the different size and shape blocks.

The staff implement educational programmes that promote the seven areas of children's learning mostly very well. However staff miss opportunities to extend the children's literacy further. For example, when playing in the role play area children are not offered resources to enable them to practise their early writing skills or to explore natural materials as part of this play.

The staff in the 'caterpillar' and 'butterfly' room show good understanding in how to support the children's learning through play. The staff interact positively with the children as they talk through the activities the children are participating in. When the children participate in the play dough activity the staff model good language in order to extend the children's vocabulary and pose questions to encourage children's thinking. The children respond well to the staff in the room, by answering the questions. The children count the objects they have and show this with representation of their fingers.

The nursery has a well-developed information and communication, technology (ICT) area, where the children are able to listen to story tapes and use a computer. There are educational programmes on the computer and children competently use the computer mouse to navigate around the programmes. This supports their understanding of the world and gives them useful skills in preparation for school.

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

The staff support the children exceptionally well in regards to their well-being. They show care and affection to all the children in their care, and are highly attentive to the children's needs. The children who have additional needs are supported extremely well by their key-person. They support the children by signing to them so the children are able to communicate back. When the younger children are having their nappies changed staff embrace the opportunity to promote children's communication by signing or talking to them during changes.

The children are able to follow the routines well and in doing so they learn to wait patiently and take turns. This is evident while the children are waiting in a line to serve their own drinks at meal times. The children are extremely confident and show great independence when they serve their own food and take the amount they want to eat.

The staff talk to children about safety when the children are using knives. Children know that they must use them carefully because 'they are really sharp'. This shows that the children are aware of hazards and about safety measures to follow when using specific tools.

The children flourish well in the environment because of the excellent bonds and attachment they have with either a key-person or another member of the team. The staff communicate well with each other and know about the different children in the nursery. Together they ensure that every child is fully included in all aspects of the provision and that they are all fully valued.

All the staff including the chef are fully aware of the children's medical or dietary needs. This information is readily available in all the play rooms and kitchen to make sure that children's health and well-being is safeguarded. Health care forms are used highly effectively by the children's key persons and management team to make sure that the needs of children who have particular medical needs are met extremely well. This information is also documented well in the children's 'unique story' and shared so that children learn to value one another's differences.

Parents praise staff in how well they support children at times of change. They say that staff support them and their children exceptionally well when they first start the nursery and when children move room as they get older. It is clear that great effort is taken to foster children's emotional well-being. When children start at the nursery the staff support the parents extremely well by giving a tailored settling in to suit the children and as a result children settle quickly. When it is time for children to move on to the next room they are accompanied by their key-persons, who stay with them for a while to introduce them to their next key-person. Children are only left once they are settled and happy for the key-person to leave them. The children who leave to go to school are usually visited by their new school teacher in the nursery, depending on where the school is in relation to the nursery. This helps to provide children with additional reassurance as they prepare to start school

provision

The nursery manager and the provider support the whole team by guiding and role modelling; they lead by example really well and staff report that they get good guidance and support from the management team. There are effective arrangements in place to safeguard children and to promote their welfare. This is evident as all the staff are aware of their role in implementing the safeguarding policies and procedures. Robust recruitment procedures are used to ensure that all the staff are suitable to work with children. Every member of staff receives a thorough induction when they begin their employment. The manager takes pride in her 'in house' training, offering her skills and knowledge to the rest of the team. Any changes to policies and procedure are highlighted by the manager to all the team. This ensures consistency in practice. The management are committed to the training of the team, whether this is 'in house' training, or attending local authority training. This extends all the staff's knowledge and skills to be able to support the children in their learning and development. The senior team show strong leadership towards all the staff in the nursery. They have a well-developed plan in mentoring and supporting the staff, and this is evident through the staff supervisions. During the supervisions they talk about weaknesses and strengths in practice and areas for development. Staff attend courses which are relevant to their own needs. All staff are encouraged to aim to achieve high levels of qualifications and to further their skills. The highly qualified staff have a positive impact on all the children which is why the children behave positively in nursery.

The nursery is seen to be safe and secure. Staff are deployed well within the rooms and they supervise the children vigilantly to help keep them safe. There are qualified practitioners in each of the rooms who ensure that they provide stimulating activities for the children. The room coordinators show support and guidance to the team within each room and staff readily go to them for advice. The room coordinators are in charge of the daily educational programmes of the nursery which the manager monitors. They oversee the rest of the team in regards to planning and assessment for each of the children who attend. The senior team meet up on a regular basis to discuss the educational programmes and the tracking of children's progress to support the children within the seven areas of learning. Overall this works well to identify most aspects of children's learning that need extra attention.

There is positive interaction between all the staff and all of the children in this friendly and happy environment. Staff nurture children in their care and as a result children's personal, social and emotional development is excellent.

The management team reflect well on their practice, as they effectively self- evaluate their provision to look for further improvements. The manager is supportive, when listening to the suggestions from the rest of the team. Their contributions, along with parents' views obtained through questionnaires, all form part of the self-evaluation and drives continuous improvement successfully.

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

Unique reference number	EY298791
Local authority	Kent
Inspection number	837661
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	81
Name of provider	Sharon Elaine Moody
Date of previous inspection	02/07/2009
Telephone number	01959 565969

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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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