

School House Nursery

School House Nursery(Sandwich Ltd), Sandwich Infant School, School Road,
Sandwich, Kent, CT13 9HT



Inspection date	16 February 2015
Previous inspection date	27 February 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not thoroughly risk assess all areas the children use, or monitor the environment while the children are playing to keep them safe at all times.
- The manager does not regularly monitor staff's practice to support them to improve their personal effectiveness and identify any training needs.
- The children have few opportunities to play with natural resources, to explore different textures and learn about the world around them.
- Staff do not always fully promote children's independence at snack times.

It has the following strengths

- Staff provide children with a range of good quality toys and resources, which are easily available for them to make their own choices about their play.
- Staff have good relationships with parents, helping to meet children's individual needs and promote continuity of care and learning.
- There is a warm, friendly atmosphere, characterised by busy, happy children who enjoy interacting with their friends and staff.
- Staff understand the importance of providing children with daily opportunities to exercise in the fresh air.
- Staff use observations, assessment and children's interests well to plan for their next steps in their learning. This supports them to make progress in relation to their starting points.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop robust risk assessments that cover all areas the children come into contact with, making sure all staff are aware of the potential hazards and risks, and understand how to manage these effectively
- carry out regular supervision of staff to identify any training needs, ensuring they have the required skills and knowledge to keep children safe and provide them with quality teaching experiences to extend their learning and development.

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

- continue to review the procedure and practice at lunchtime to ensure that they promote children's independence to provide a positive learning experience for all children
- develop opportunities for children to explore and experiment, using a good range of natural materials.

To meet the requirements of the Childcare Register the provider must:

- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (voluntary part of the Childcare Register).

Inspection activities

- The inspector sampled some safeguarding policies and procedures and risk assessment records.
- The inspector observed children's play and the quality of staff's interactions with the children inside and outdoors.
- The inspector held discussions with staff members.
- The inspector listened to the views of a selection of parents.
- The inspector carried out a joint observation of snack time with the manager.

Inspector
Sara Garrity

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide the children with an interesting and engaging environment where they are able to access some resources and make informed choices in their play. However, children have fewer natural resources to investigate textures and stimulate their senses. Staff interact positively with the children, although they do not make the most of all opportunities to extend children's learning further, for example by encouraging them to count their raisins at snack time, as well as supporting children to repeat words. Staff encourage the children to have a go, praising their achievements as they practise using scissors. They remind the children how to use the scissors safely. Consequently, children are making progress in their personal, social and emotional development, because of the support they are receiving. Staff have good relationships with parents and regularly offer ideas for home learning during daily discussions and meetings about the children's learning and development. This helps to support consistency for children's learning.

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

Children are content and have formed strong bonds with their key person. Staff gather information from parents during home visits as part of their secure settling-in procedures. This helps them plan to meet the children's individual needs. Staff support children to learn about a healthy lifestyle. They offer them daily opportunities to explore and investigate in the outdoor environment. Children particularly enjoyed making 'dinosaur soup', sharing and taking turns. As a result, children are becoming confident and developing a sufficient understanding of managing their own behaviour. Staff do not always enable children to pour their own drinks and serve themselves snacks. Therefore, staff do not fully support children to become independent. There are links with the local school and the Reception teacher plans visits. This helps to ensure that staff suitably prepare children for their move into school.

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

The manager and staff demonstrate a reasonable understanding of their responsibilities to safeguard children while in their care. However, they do not complete robust risk assessments, therefore they do not sufficiently maintain children's safety. The manager encourages staff to undertake additional training. However, she does not sufficiently monitor their practice through supervision and appraisal. This does not ensure that staff have all the required skills to keep children safe and extend their learning and development. Staff seek support for any individual children's needs through partnership working with other professionals and outside agencies. Partnership with parents is strong, as parents describe the staff as 'very friendly and approachable'.

Setting details

Unique reference number	127521
Local authority	Kent
Inspection number	836235
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	40
Name of provider	School House Nursery (Sandwich) Ltd
Date of previous inspection	27 February 2009
Telephone number	01304 615250

School House Nursery registered in 1992. It is a committee-run group, operating from a converted schoolhouse on the grounds of Sandwich Infant School, Kent. The nursery is open each weekday from 8am to 6pm, all year. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. It supports children with learning disabilities/difficulties and children who speak English as an additional language. The nursery employs seven members of staff, one of whom is a qualified teacher, and another has achieved Early Years Professional Status.

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.

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