

Hemsley House Day Nursery

137 Tonbridge Road, Maidstone, Kent, ME16 8JS



Inspection date	4 January 2017
Previous inspection date	16 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have a good understanding of children's needs and strengths. They know how to effectively support their well-being and development. For instance, staff create individual plans to help children reach their potential.
- Children enjoy a well-equipped and exciting outdoor play area. Staff support them well to explore their interests and help children to develop their physical skills. For example, children excitedly comment that 'the mud is squishy' as they jump in it.
- The managers and staff are committed to developing the setting and providing the best outcomes for children. They reflect well on their practice. For example, staff identified the need to rearrange the musical instruments to increase children's use and enjoyment in music.
- Children are confident in their own abilities and are self-assured. For instance, they are keen to share their views and opinions. Children make good progress in their learning.

It is not yet outstanding because:

- Sometimes, the routines in the toddler rooms mean that children's play and learning are interrupted.
- Staff miss opportunities to help children learn about how to manage risk and understand how to keep themselves safe.

What the setting needs to do to improve further

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

- develop further the organisation of daily routines, particularly for younger children, to fully support their play and engagement in learning
- make better use of opportunities to help children learn about how to manage risk to support their own safety.

Inspection activities

- The inspector spoke to parents and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector jointly observed an activity with the deputy manager and general manager, and discussed the impact on children's learning
- The inspector reviewed the nursery's self-evaluation, policies and procedures, and children's learning records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

The managers and staff monitor children's overall progress well. They are able to highlight any gaps in development and promptly put effective strategies in place to help children catch up. Additional funding is used well to provide children with good opportunities to develop specific skills. For example, staff sourced more mathematical equipment, such as games, and they support children well to explore numbers throughout the day. Safeguarding is effective. Staff have a clear understanding of their responsibility to safeguard children. They follow the nursery's procedures effectively, such as the mobile phone and child protection policies. Staff receive good support from managers to develop their roles and interests. For instance, they have one-to-one and group meetings to share information from training and best practice.

Quality of teaching, learning and assessment is good

Staff work well with other professionals and partnerships with parents are strong. Parents speak highly of the staff and the support they provide to help their children's learning and development. Staff ensure that parents have up-to-date information about their children's progress and they share ideas on how they can support them at home. Staff use children's interests well to motivate them to learn and explore. For example, they look at what children say and use this to extend their knowledge and experiences. Younger children, in particular, enjoy sharing stories with staff. For instance, they enthusiastically choose their favourite books and talk about them.

Personal development, behaviour and welfare are good

Children are happy and build secure relationships with staff and each other. For example, they eagerly share their achievements with staff, who offer warm praise and encouragement. Staff support children to behave well. For instance, older children confidently explain to staff that they will wait their turn, and staff help them to work together. Children receive good support to learn about the similarities and differences between themselves and others. For example, they celebrate a range of festivals that are important to individual children and families.

Outcomes for children are good

All children, including those who speak English as an additional language and those who have special educational needs, make good progress in their learning and development. Children learn to be independent, such as putting on their own coats and taking off their shoes. They learn to make choices in their play. For example, older children use their good communication and language skills to explain what they would like to play with and ask staff for items they cannot reach. Children develop the skills for future learning in readiness to start school.

Setting details

Unique reference number	EY260056
Local authority	Kent
Inspection number	1061706
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	85
Name of registered person	Hemsley House Childcare Limited
Registered person unique reference number	RP905984
Date of previous inspection	16 December 2013
Telephone number	01622 692 977

Hemsley House Day Nursery registered in 2003 and is in Maidstone, Kent. It is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. There are 14 members of staff, 10 of whom hold appropriate early years qualifications, including the deputy manager who has early years qualified teacher status and a senior member of staff who has an early years degree. The provider receives funding to provide free early years education for children aged two, three and four years.

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