

# Westerham Day Nursery

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



<b>Inspection date</b>	15 June 2017
Previous inspection date	17 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Parents are happy with the information they receive about their children's learning and progress. They say that their children are safe and happy in the nursery. Parents report that children always have something interesting to bring home.
- Children have strong relationships with their key person and this helps to support their well-being. Children learn how to share and cooperate, such as when building a tower and taking turns to add the bricks.
- When children start at the nursery, staff find out what children can do. They make regular observations and plan suitable activities that enable children to develop in their learning. Children make good progress.
- The manager provides good support to staff. She holds meetings to discuss their practice and training needs. Staff are encouraged to extend their knowledge and teaching skills to improve outcomes for children. For instance, they recently attended training to help improve children's speaking skills.
- Staff have good relationships with other settings, including schools. They share information about children's learning to ensure continuity in their progress.

### It is not yet outstanding because:

- Staff do not make the most of all the opportunities available to further improve children's understanding of mathematical ideas and language.
- At times, staff do not fully encourage children's thinking skills to help them build further on their knowledge and learning.

## What the setting needs to do to improve further

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

- make the most of all opportunities to enhance children's understanding of mathematical ideas and language
- improve how staff support and encourage children's thinking skills to extend their learning even more.

### Inspection activities

- The inspector checked evidence of suitability for all members of staff.
- The inspector carried out joint observations of children's activities with the manager and discussed the learning that took place with both the manager and key persons.
- The inspector held discussions about safeguarding procedures with the person responsible for special educational needs and with other members of staff.
- The inspector spoke to parents and children, and took account of their views.
- The inspector held a meeting with the management team.

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of how to keep children safe from harm and support their health needs. They know whom to contact if they have a concern about children's safety or welfare. Staff are deployed effectively to meet children's needs and they supervise them well. The management team reviews the nursery well and identifies areas to improve. The team seeks and take account of the views of parents and children. The premises are checked daily and action is taken to minimise risks. Accidents, and any administration of medicines, are appropriately recorded. The learning and progress of children are carefully monitored by management and staff, and gaps in learning identified. Appropriate activities are planned to close any such gaps. Children who have special educational needs are well supported and, where necessary, the nursery makes good use of additional funding and the expertise of other professionals.

### Quality of teaching, learning and assessment is good

Staff happily join in with children as they play games, such as hide and seek. Children develop their understanding of the world. They are encouraged to observe the mud as they add more water and watch it bubble. Children learn about tempo, such as when they play a range of musical instruments and follow the conductor's instructions. Children's physical development is supported effectively. They enjoy playing on the outdoor equipment in the fresh air and use tools safely as part of their exciting outdoor activities. They use natural materials, plant different fruits, vegetables and flowers in the garden and use real vegetables in their play.

### Personal development, behaviour and welfare are good

Children learn to understand the differences between themselves and others. They make lamps to celebrate the festival of Diwali, cook spring rolls and noodles and read stories about the different animals for Chinese New Year, and find out about the different patron saints of the United Kingdom. Children behave well and follow established routines, such as putting their dishes in the sink after snack time. Children understand how to take turns and make joint decisions about which healthy foods to choose as part of their game. Resources are easily accessible and help support children's independence. Children understand risk, noting that if they stir the mud too quickly, it will go in their eyes.

### Outcomes for children are good

Children learn the skills they need for going to school. They develop early reading skills, showing an ability to identify different objects beginning with the same letter. Outside, children can see words representing objects in the garden and have wide-ranging opportunities to develop their early writing skills. For instance, they write letters for Father's Day, paint, and make marks with chinks. Children learn to manage their own personal care, dress themselves and make friends with both adults and their peers.

## Setting details

<b>Unique reference number</b>	EY298791
<b>Local authority</b>	Kent
<b>Inspection number</b>	1061858
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Sharon Elaine Moody
<b>Registered person unique reference number</b>	RP512031
<b>Date of previous inspection</b>	17 December 2013
<b>Telephone number</b>	01959 565969

Westerham Day Nursery registered in 2005. It operates from 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. The provider receives funding to provide early education for children aged two, three and four years. The nursery employs 19 staff, of whom 16 have early years qualifications at level 2 or above. This includes four staff who have level 5 or level 6 qualifications.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

