

Whitstabubbles Day Nursery

The Community College, Bellevue Road, Whitstable, CT5 1PX



Inspection date	15 November 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The provider failed to ensure the correct hygiene procedures were in place to prevent cross-contamination during handwashing routines.
- Staff are not gaining adequate detail from parents about what children can and cannot do before they start at the nursery.
- The manager does not evaluate or monitor the practice and teaching effectively to identify all areas for development and to improve the outcomes for children.

It has the following strengths

- Staff support children to behave well. They offer meaningful praise and rewards for children's efforts and children interact positively together.
- Children access a wide range of interesting, stimulating activities based on their current interests and abilities. They demonstrate satisfactory levels of concentration for their ages.
- Children are happy and settle quickly when they arrive. They have built a caring relationship with staff who are kind and support their emotional needs well, particularly with children who have special educational needs (SEN) and/or disabilities.
- Staff work well with external agencies, such as speech and language therapists, to support children's individual needs.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- improve knowledge of health and safety procedures to reduce the risk of cross-contamination. 24/11/2017

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

- implement effective learning assessments when children start and include detailed information from parents about their child's development at home to help establish more precise starting points
- use self-evaluation more effectively when monitoring children's progress and the quality of practice and teaching, to identify clear areas for improvement.

Inspection activities

- The inspection was carried out following the Ofsted risk assessment process.
- The inspector sampled a range of documentation, including key policies and procedures, improvement plans and children's development records.
- The inspector took account of parents' views through discussions.
- The inspector spoke to the provider, members of staff and children at appropriate times during the inspection. She observed activities and the quality of teaching indoors and outdoors.
- The inspector and manager observed and discussed a planned activity. The inspector held meetings with the provider to discuss children's progress, staff supervision, safeguarding and how she evaluates the practice.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider does not fully ensure that hygiene procedures are effective to stop the risk of cross-contamination. Staff have a full understanding of the procedures to follow should they have any concerns about a child's welfare or the actions of a member of staff. The provider has an effective recruitment system in place and all staff have completed suitability checks before they start at the nursery. Procedures are followed to support new staff and the manager has meetings with all staff to discuss any concerns and their individual training needs. The manager completes daily risk assessments to ensure the premises are clean, safe and secure. Safeguarding is effective. Staff are fully aware of their roles, including key persons and the special educational needs coordinator. Overall, the qualified staff make suitable use of their knowledge to support all children. The manager maintains an accurate record of the children's attendance. Although the manager and her staff are evaluating aspects of their practice, this is not consistent or always effective. The manager is not effectively monitoring the progress that individuals or groups of children make in their learning or the quality of practice, to improve outcomes for children. She is aware that some areas of the environment need to be reviewed, for example, encouraging the children to make more use of the book areas.

Quality of teaching, learning and assessment requires improvement

Staff do not fully involve parents in the initial development assessments to help them have an accurate understanding of children's starting points. They are unable to measure children's progress precisely to ensure they are meeting their needs and identifying any gaps in their learning. Children develop their mathematical skills as they, for example, talk about the numbers on puzzles. Older children develop good early literacy skills. For instance, they learn letter sounds while using beads with letters on, to make a necklace of their name. Additional funding is used well to support individual children's needs, such as staff attending speech and language training.

Personal development, behaviour and welfare require improvement

Staff teach children suitable hygiene procedures, such as washing their hands correctly. However, children were put at risk of cross-contamination when using the same towel to dry their hands. The manager immediately addressed this when it was raised as an issue. Staffing arrangements and ratios meet the needs of all children. Staff supervise children well to keep them safe. Children develop their physical skills in the interesting outdoor areas. For example, older children made an obstacle course with planks of wood and younger children enjoyed using the see-saw as staff sang nursery rhymes.

Outcomes for children require improvement

Overall, children make appropriate progress in their development and develop the skills they need to prepare them for school. However, because staff are not effectively gathering children's starting points, the rate and level of progress is not easy to assess. Children show curiosity and a keenness to explore as they, for example, explore the effect of water on sand.

Setting details

Unique reference number	EY551094
Local authority	Kent
Inspection number	1117473
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	18
Number of children on roll	20
Name of registered person	Fiona Jane Milne
Registered person unique reference number	RP551093
Date of previous inspection	Not applicable
Telephone number	07951239566

Whitstabubbles Day Nursery registered in 2017. It is located in Whitstable, Kent. The nursery is open Monday to Friday from 8am to 6pm, for most of the year. The provider employs four members of staff, three of whom hold a relevant early years qualification at level 3.

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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