

Whitstabubbles Day Nursery

The Community College, Bellevue Road, Whitstable CT5 1PX



Inspection date	19 November 2018
Previous inspection date	15 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- Children have a good range of equipment to use to encourage them to exercise and develop a healthy lifestyle. For example, they enjoy using the swing and walking along the wide and narrow beams to develop strength and practise balancing.
- Partnerships with parents are good. Staff keep parents informed about their children's achievements regularly. They provide parents with information and put on group activities, such as singing and sign language events, to help parents support children's learning at home.
- The manager and staff team constantly monitor the effectiveness of the nursery. They have successfully addressed the action and recommendations from the previous inspection to help improve the service they provide. For instance, staff have undertaken additional training to update their knowledge of health and safety procedures to reduce the risk of cross-contamination.
- Children are cared for by a well-established and dedicated team of staff. The manager effectively deploys staff to ensure children are closely supervised, to help keep them safe and secure.

It is not yet outstanding because:

- The manager does not critically evaluate the progress children make, to target improvements precisely to provide learning consistently of the highest quality.
- The staff do not provide children with the best possible opportunities to explore print when playing in all areas of the nursery to learn that words carry meaning.

What the setting needs to do to improve further

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

- strengthen the way in which individual and groups of children are tracked and monitored to help to target the teaching even more precisely
- review and improve the opportunities children have to see and explore the written word, to develop further their interest in literacy.

Inspection activities

- The inspector carried out a joint observation with the manager and asked her to feed back on the practice observed.
- The inspector observed children's play indoors and outdoors and daily routines, such as handwashing.
- The inspector observed the staff's interactions with the children and spoke to staff and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, and children's development folders.
- The inspector gained the views of parents through letters of reference and discussions with parents.

Inspector

Sara Garrity

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of their roles in protecting children from harm. They know the procedures they must follow if they have any concerns about children's welfare. The manager meets regularly with staff and encourages them to attend ongoing training. For example, staff have recently attended training on how to support children's learning through sensory experiences, to help them improve their already good teaching skills. Staff monitor children to support their ongoing progress. They have positive partnerships with other settings children attend and share information to support children's learning. The manager and staff have strong links with a range of early years professionals. This helps them to focus planning for individual children, as well as offering them a support network to assist them to develop their own practice.

Quality of teaching, learning and assessment is good

Staff get to know the children well through regular observations and discussions with parents, and provide activities that build on children's interests. They interact and effectively extend children's mathematical knowledge. For instance, they talk about size and shape as children engage with the characters in the doll's house. Children develop strong problem-solving skills as they see which character fits down the staircase. Staff use a range of descriptive vocabulary to support children to develop their communication and language skills. For example, they use words, such as 'squidgy' and 'splash', as children explore the water and shaving foam.

Personal development, behaviour and welfare are good

Staff effectively support children to develop their confidence and self-esteem. For example, they make focused use of praise to recognise children's efforts and achievements. Staff are friendly and approachable, and reassure children with positive interactions. They have secure settling-in procedures in place to help ensure children forge strong bonds with all staff and are confident in the nursery environment. Staff provide children with experiences that develop their independence, such as encouraging them to spread cheese on their crackers at snack time. Staff provide opportunities for children to learn about their local community. Children's behaviour is appropriate to their age. Staff have clear rules and boundaries in place to support children's social skills, such as taking turns to bath the dolls in the water.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress from their starting points. Children develop many skills needed in preparation for the next stage in their learning, such as starting school. They develop their personal care skills relevant to their age and stage of development. For example, they put on their coats and wellington boots before going outside in the garden. Children enjoy exploring how things feel. For example, they like to explore textures and practise making patterns in shaving foam as they develop their early writing skills.

Setting details

Unique reference number	EY551094
Local authority	Kent
Inspection number	10079509
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 5
Total number of places	18
Number of children on roll	18
Name of registered person	Milne, Fiona Jane
Registered person unique reference number	RP551093
Date of previous inspection	15 November 2017
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. It receives funding to provide free early education for children aged two and three years. The provider employs four members of staff, three of whom hold a relevant early years qualification at level 3.

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