

# Springfield Road Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY302121  |
| <b>Inspection date</b>         | 15/01/2009  |
| <b>Inspector</b>               | Stephanie Graves  |
| <b>Setting address</b>         | Springfield Road, Southborough, Tunbridge Wells, Kent,<br>TN4 0RD |
| <b>Telephone number</b>        | 01892 542 173   |
| <b>Email</b>                   |   |
| <b>Type of setting</b>         | Childcare on non-domestic premises                                |

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Asquith Nursery originally opened in 1990 and re-registered as part of Asquith Court Nurseries Ltd in 2005. The setting operates from four rooms in a detached property, in a residential area of Southborough, Kent. The provision is registered on the Early Years Register. A maximum of 65 children may attend the setting at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure, enclosed, outdoor play area. The premises are accessible, although access to the second floor is via stairs only.

There are currently 93 children aged from two to under five years on roll. Of these, 21 children receive funding for nursery education. Children attend mainly from the local area. The nursery currently supports children who speak English as an additional language. The setting employs 15 staff. Of these, 12 members of staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification and four are working towards further qualifications.

## **Overall effectiveness of the early years provision**

Children flourish in an excellent nursery environment where practitioners actively promote their welfare and development at all times. The provision is dedicated towards embracing the individual needs of every child and ensuring they are secure, included and involved equally. Children's safety is promoted at all times, allowing them to play and explore freely within safe boundaries. The partnership with parents is promoted exceptionally well, clearly supporting the unique needs of each child. Self-evaluation and ongoing action plans enable the setting to go from strength to strength and all practitioners are fully reflective in their roles and continually take positive steps to build on their existing practice.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to bring together the systems for ongoing observational assessment that inform the planning for each child's continuing development.

## **The leadership and management of the early years provision**

The setting is exceptionally well led and managed and all practitioners are actively involved in the self-evaluation process to ensure any improvements are made on an ongoing basis. The uniqueness of every child is fully supported, for instance, through an excellent key person system that ensures the emotional needs of every

child are addressed continually. Regular meetings and collaborative working between the manager and practitioners ensures that everyone knows their responsibilities, attends regular training updates and feels empowered within their role. As a result, practitioners feel well supported and motivated in their daily practices and this, in turn, benefits the children they care for. The layout of the rooms and effective staff deployment enables all children to access a full range of activities and ongoing support.

The partnership with parents involves a consistent two-way flow of information. Parents are invited to contribute towards the self-evaluation process through questionnaires and other feedback. They feel fully informed about all aspects of the provision and believe their children are making excellent progress. Systems for maintaining children's progress records are currently being revised and clearly show how they are moving forward in their learning. Parents are encouraged to be involved in the observation process. For example, they are invited to record weekend activities at home so that experiences can be built upon within the nursery. The setting's capacity for improvement is excellent. For example, all previous recommendations have been well addressed and the group works hard to develop current practice and improve outcomes for children on an ongoing basis.

Children are safeguarded extremely well. The required records and procedures to promote their welfare are in place and a thorough, ongoing risk assessment promotes children's safety at all times. The group operates clear, up-to-date safeguarding children procedures and the relevant policy and guidance is made available to parents. All practitioners are aware of their duty towards the children in their care and know the procedures to follow if they have a concern. This ensures children's welfare comes first. The setting offers high quality care and education and an outstanding level of commitment towards promoting effective outcomes for children.

## **The quality and standards of the early years provision**

Children's learning and development is promoted exceptionally well within the nursery because all experiences are based on each child's existing abilities and interests. Practitioners work hard through their key person roles to ensure that every child is nurtured to reach their full potential. The experiences provided cover all areas of learning and offer wide variety and choice. For example, babies thrive on opportunities to explore the contents of treasure baskets and enjoy water play. Slightly older children excitedly explore their surroundings, for instance, as they access messy play materials or climb steps to a mini platform to view the outside world through a low window. The inquisitive learning needs of older children are extended through opportunities to develop their unique interests. This includes promoting communication, skills, solving problems and accessing exciting outdoor opportunities in all weathers. Practitioners plan experiences to build on the recent interests of children who, for example, show an interest in x-rays, space and the solar system and hedgehogs. Children speaking English as an additional language receive ongoing sensitive support from their carers, which enables them to progress and develop confidence.

All children communicate with others eagerly during free play and adults skilfully extend language and communication concepts through making suggestions, asking questions or the use of gestures and pictures. These methods encourage children to think and respond and aid the communication process. Although the systems for observational assessment are currently being revised and consolidated they clearly demonstrate children's achievements and interests and include photographs, written information and also charted levels of well-being and involvement. Children's learning journals also show the experiences that enable them to make rapid progress and develop the skills needed for their future learning. Transfer records are completed for transitions into school and the setting works with teachers to aid the process. Boys and girls are exceptionally well considered when planning activities and practitioners develop interests, such as playing superheroes, by promoting a dressing up day and other activities. These measures help to ensure that the learning needs of all children are addressed.

Security is high within the nursery with clear entry systems and procedures for the safe collection of children. All children learn about personal safety as they access their daily chosen activities. Older children in the upstairs rooms know how to use the stairs safely together when practising the emergency evacuation procedure. The measures in place help raise children's awareness of keeping safe. Children's health and well-being is extremely well promoted through highly effective health and hygiene procedures, which help to reduce the risk of cross infection. Children benefit from the agreements with parents concerning the food they eat. Menus are varied, fresh produce is used and all meals are nutritious and balanced to promote children's good health. An excellent weaning menu meets the needs of developing babies and very young children and older children competently help themselves to appealing snacks and meals. This helps to encourage independence and an awareness of healthy eating.

The appropriate procedures are in place to be followed in the event of a child having an accident, requiring medication or needing medical help. This means appropriate action can be taken if necessary. Children are exceptionally well behaved because practitioners provide a fun-filled programme of exciting activities and experiences which keep them amused and content. Babies are secure and content as they snuggle in with their carers for a sleep or a feed. All children thrive on plenty of praise and encouragement and demonstrate a sense of pride in their achievements, which are decorated throughout the setting. Practitioners speak to children in a positive and warm manner and this in turn teaches children to be respectful towards their carers and one another. The behaviour management techniques used clearly promote children's welfare.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 1 |
| How well does the provision promote inclusive practice?   | 1 |
| The capacity of the provision to maintain continuous improvement.   | 1 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?  | 1 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 1 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 1 |
| How well are children helped to stay safe?  | 1 |
| How well are children helped to be healthy?   | 1 |
| How well are children helped to enjoy and achieve?  | 1 |
| How well are children helped to make a positive contribution?   | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration or the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.