

Minster Day Nursery And Out Of School Club

Molineux Road, Minster, Ramsgate, Kent, CT12 4PS

Inspection date	24/10/2014
Previous inspection date	27/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good. Staff encourage, interest and motivate children to learn through play, which supports them to make good progress in their development.
- Staff provide parents with very clear, informative summaries of children's days and achievements, which enhances consistency in children's learning.
- Staff support children's personal, social and emotional development very well, which means that children are confident and have secure emotional attachments with staff.
- Staff use observations and assessments well to plan activities and experiences to consistently support and extend children's learning and development.
- Staff have links with local schools, which help children to move smoothly into the next stage of their learning.

It is not yet outstanding because

- Information provided to parents regarding the Early Years Foundation Stage and how it supports their children's learning is not always readily available.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to children, parents, staff and the management.
- The inspector observed children and staff playing and interacting during child-led and adult-initiated activities.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of staff's suitability to work with children, and safeguarding policies and procedures.
- The inspector sampled children's learning journals and planning documentation.

Inspector

Mary Vandeppeer

Full report

Information about the setting

Minster Day Nursery and After School Club registered in 1992 and operates from a converted youth centre in Minster, Kent. The nursery has three classrooms, two offices, toilets, and a kitchen. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 114 children in the early years age group on roll. The nursery currently supports a number of children with special educational needs and/or disabilities, and some who learn English as an additional language. The nursery employs 17 members of staff, of whom 13 hold appropriate early years qualification to level 3 or above.

What the setting needs to do to improve further

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

- further develop the range of information offered to parents to enable them to be fully informed and understand their children's learning and development progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good. Staff encourage, motivate and interest children with a wide and varied range of resources and activities, which engages children in their learning. Staff have a good understanding of the importance of regularly observing children. They use this information, along with details from parents about children's current skills and abilities when they start at the nursery, to monitor children's progress. This enables staff to quickly see any emerging gaps or areas where children are making higher than expected progress. Consequently, relevant activities and experiences support children's learning and development. Staff carry out the progress check for children aged two and share this information with the parents. This helps all children to make good progress and to be ready for the next steps in their learning. However, written guidance and information about the Early Years Foundation Stage is not always readily available. This slightly limits parents' knowledge of the seven areas of learning and therefore, their ability to fully support their children at home.

Staff encourage children to explore outside in the garden. Children enjoy kicking and feeling the coloured leaves on the ground. Staff explain to the children about the different seasons, which develops their understanding of the world around them. Staff encourage children's communication and language development well. They ask children questions, allowing time for children to think about their answers and praise them for their replies.

For example, children talk about the different clouds they see in the sky. This enables staff to extend children's learning about the weather.

The babies enjoy sitting on staff's laps to listen to a story. Staff read to the children, encouraging them to use their fingers to touch and feel the different textured parts of the book. This engages them in the story and also helps them to develop an interest in books. Books with rhyming and repetition phrases encourage children to develop their vocabulary as they repeat words they hear.

The staff make time each day to help children to prepare for the move to school. Staff spend time helping children to learn to use mark-making tools to learn to form letters. Children learn to link the sounds letters make and form shapes to represent those letters. For example, children gradually develop letters from practising spiral movements on their paper. This helps to prepare children for their move to school while enhancing their literacy and small muscle skills.

The contribution of the early years provision to the well-being of children

Staff place high priority on supporting children's personal, social and emotional development. They find out a range of information about children prior to them starting. Parents are very well-informed about their children's care routines and needs during their day. The staff in the baby room keep daily diary sheets for each child. These provide detailed information on how each child has been and any learning and development achievements. This information is written, but staff also record the information pictorially. This enables parents to see at glance all the relevant information about their children. In addition, this also helps parents whose first language is not English to understand the information.

Staff teach children about the importance of leading healthy lifestyles. Children play outside daily, which allows them to develop their physical skills and enjoy playing in the fresh air. Staff provide children with healthy, balanced meals and snacks, taking into account children's dietary requirements. Meals are varied, reflecting a range of different cultures. For example, children enjoy eating sweet and sour chicken with rice for dinner. Staff ensure that there is always fresh drinking water available for children should they feel thirsty. Older children serve themselves at mealtimes. This enables them to develop their physical skills as they control the movements of the spoon and learn about portion size. They scrape their leftovers into a bowl and wash up their own plates. This develops children's independence and prepares them for their move to school. Mealtimes are social events, as staff sit with the children. They talk together about what they have been doing, which promotes children's social, and speaking and listening skills. Children learn to take turns in sharing their views and listen to others. Staff follow good hygiene procedures. Staff ensure that children wash their hands after playing outside to help minimise the risk of cross infection.

Children behave well, as staff are consistent in managing their behaviour. They explain to children why certain behaviour is unacceptable, which means that children learn the

possible consequences of their actions. There are good links with the local schools. This enables staff to share information with the teachers. Staff invite the teaching staff into the nursery, which provides opportunities for children to meet their new teachers in familiar surroundings. This helps to develop children's confidence as they have someone they recognise when they start school.

The effectiveness of the leadership and management of the early years provision

The provider has a good understanding of the legal requirements. All staff have a good knowledge of the safeguarding policies and procedures. Regular training enables them to have a good understanding of what they should do if they have any concerns about children in their care. Risk assessments and daily visual checks help to identify and minimise all potential hazards to children. This helps to promote their welfare and well-being.

The manager has robust recruitment procedures in place. She checks all new staff through the Disclosure and Barring Service, which means that staff are cleared as suitable to be working with children. Induction procedures help new staff to become familiar with their roles and responsibilities. The manager carries out regular supervisions to support the staff. She encourages staff to talk to her if they have any concerns in-between supervisions. This helps to identify early on any aspects of staff's professional development or concerns about children. Appraisals are also held to enable staff to discuss and plan their professional development. The manager encourages staff to attend additional training courses, which helps to enhance their skills and promotes children's learning and development.

There are monitoring procedures to track the progress children are making. Staff track the assessments they complete on children to ensure that they receive appropriate support. This also helps staff to identify any groups of children whose progress is less than expected. Should this be the case, staff have links with external professionals who they can seek advice and guidance from. Therefore, enabling them to put in place targeted support for individual or groups of children.

The majority of staff hold relevant early years qualifications to level 3 or above. Therefore, staff understand the seven areas of learning and know how to provide activities and experiences to interest and motivate children. Consequently, children are making good progress as the quality of teaching supports their next steps in their learning. All staff, except two, have received paediatric first aid training, which means that they are able to respond and care for children who have had an accident or are unwell.

Partnerships with parents are positive. Parents comment that they are happy with the care their children receive and the information they are given about their children's day. However, parents comment that the range of information they receive about the educational programmes is limited. This means that they are not always able to interpret the information in learning journals and assessments as to what they are able to do to

support their children at home.

The manager and staff understand the importance of reflecting on their practices and the educational programmes they provide for children. They take into account the views of the parents and children, which helps to provide an overall view of what it is like to be a child in the nursery. Future plans for improvements are to develop a sensory area indoors and outside. This will provide children with additional learning experiences, especially for children who explore using their senses rather than those who enjoy building and imaginative play experiences.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	127382
Local authority	Kent
Inspection number	915076
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	64
Number of children on roll	116
Name of provider	Minster Day Nursery Committee
Date of previous inspection	27/09/2010
Telephone number	01843 821482

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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