

Junior's Day Nursery

Bramley House, Hartley Dyke Business Centre, Hartley Road, Cranbrook, Kent, TN17 3QG

Inspection date	17/10/2014
Previous inspection date	21/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The staff are extremely able at providing individual support for babies and children, establishing an excellent sense of emotional well-being.
- The staff promote children's health and development particularly well as they play and learn in the excellent outside areas.
- The staff prepare children for school exceptionally well as they gain excellent levels of confidence and independence.
- The engagement with parents is excellent. There is highly positive communication with parents that encourages a two-way flow of information that supports children's learning and development extremely well.

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 completed a joint observation and held meetings with the nursery managers and provider.
- The inspector looked at some children's records, including their learning assessments, and spoke to some key persons.
- The inspector took account of parents' views.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector observed activities in the playrooms and the outside play areas.

Inspector

Sue Taylor

Full report

Information about the setting

Junior's Day Nursery registered in 2008. It operates from Hartley Dyke Business Centre in Cranbrook, Kent. The premises are accessible on the ground floor with outdoor stairs leading to the first floor. Children have access to enclosed outdoor play areas. The nursery is open each week day from 7.30am to 6pm, for 51 weeks of the year. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 103 children aged from birth on roll, all of whom are in the early years age range.

The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 17 members of staff, bank staff and a full time chef. All but two members of staff hold appropriate early years qualifications to at least National Vocational Qualification at level 3. One member of staff has Early Years Professional Status. The nursery receives funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- enhance the use of all children's home languages and culture across the environment to rigorously support children's developing awareness of differences amongst people.

Inspection judgements

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

The staff promote children's learning and development exceptionally well. The key persons demonstrate extremely confident knowledge about their key children's individual needs and very ably plan for the next steps in their learning. The detail of children's individual learning needs is available to all staff. As a result, they can all observe and promote children's development effectively as children play. From the records they keep, key persons can easily see what next steps they need to address. Key persons assess, plan and progress children's learning significantly well. Staff routinely monitor each child's progress across the areas of learning so they can identify any learning gaps that may need additional planning. When necessary, key persons produce very informative written progress checks for two-year-old children. The reports give parents excellent detail on children's personal, social, emotional and physical progress, as well as their communication and language development. The two-way flow of information between staff and parents is fully-embedded. Staff are highly effective at engaging with parents to support children's learning at home. Key persons gather in-depth detail before children

start to ensure they have a thorough knowledge of the child to help them assess their starting points. Parents are extremely positive about the information they receive. They feel able to discuss any learning or care needs they may identify about their child with staff, which fully promotes consistency in children's development. Parents talk about how confident, settled and happy their children are.

The staff support children's developing communication and language skills extremely well. In the baby room, staff respond very enthusiastically to babies and toddlers early attempts at speaking. This encourages them to communicate verbally as they are getting a positive response. The experienced staff ask highly effective questions of older children that prompt them to think of more than a 'yes' or 'no' answer. As a result, children are always keen to share their ideas, and talk about their learning and experiences. Children are very keen to use the outdoor play areas and this enables them to learn outside as well as indoors. Staff are highly inventive with some learning experiences. For example, by turning cubes of foam into dice, children were encouraged to say what number was showing on the top when they threw them. This was supporting their mathematical development in a fun way. Children practise making marks and as they get older, make early attempts at writing. Children are extremely confident as they interact with staff and others. They play very cooperatively with other children. They develop excellent independence, such as putting their coats and shoes on or going to the toilet themselves. As children move through the nursery they clearly gain the skills they need for going to school.

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

There is an outstanding understanding about the importance of a secure key-person system. This is particularly strong in the baby room and enables babies to make extremely good bonds with their key person. There is a named buddy for those times when the key person is not working. The key person deals with all of a baby's personal care needs. These include nappy changes, settling babies to sleep, making up their milk bottles and feeding them. The key persons across the nursery know their key children extremely well, helping to form very secure emotional attachments. The key persons obtain very informative detail from parents when children start. This means staff are able to fully meet children's daily routines and care needs easily. This promotes babies and children's well-being extremely well, helping them settle quickly. The staff sensitively manage moves through the nursery, ensuring children are emotionally ready. Children have visits so they gain a familiarity with the environment and staff before they move.

The staff manage children's behaviour very well and children develop high levels of self-control. Older children happily share resources when necessary and show they listen well. Babies and children gain independence and confidence as they make choices about their play in the extremely welcoming and child-centred environment. The children in the toddlers and pre-school rooms confidently serve themselves at lunchtime, use proper cutlery and pour their drinks. The staff teach children extremely well about the importance of having a healthy lifestyle and how to keep safe. They learn how vitamins in healthy foods help them grow and be strong. All children thoroughly enjoy the nutritious home

cooked meals, often wanting seconds. The meals cater well for a variety of individual dietary needs and include children's choices.

The children use resources and tools safely and practise emergency evacuations. The outside area encourages some safe risks, such as children clambering up a bank of fixed tyres to reach a large slide. Staff positively encourage children to go outside to play. The different play areas highly stimulate children's imagination and learning. The large sand area is very popular as children dig and make sand shapes using a broad range of utensils and containers. The outdoor areas mean that the babies and children can go outside and explore the environments safely. The pre-school children have a covered area leading from their room. This enables them to have free flow access throughout most of the day. The garden areas provide extremely exciting and interesting experiences for all ages. Children's health benefits considerably from play and learning in the fresh air. The environment is very stimulating and interesting for children. However, staff do not always provide a fully enriching reflection of all children's cultures and home languages. There is an excellent range of high quality resources. They are at low-level fully encouraging children to make their own decisions about what they want to play with. There are comfortable areas where children can look at books.

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

The management team and staff have an outstanding understanding of the safeguarding and welfare requirements. The premises are very secure with staff completing a carefully considered daily check to help keep children safe. There are fully effective systems in place that help senior staff monitor accidents to identify and minimise any recurring issues. Staff have an excellent awareness about possible child protection issues and of the processes to follow should they have concerns. They regularly attend safeguarding training and there are comprehensive written procedures in place. All staff routinely attend paediatric first-aid training. As a result, there are always staff on hand, throughout the nursery, in the event of accidents or injuries. The robust recruitment system, including obtaining appropriate checks, helps ensure the employment of suitable staff. A rigorous induction process helps new staff gain a secure understanding of their roles and responsibilities. There is very effective ongoing support for staff with training and high-quality professional regular supervision. The management team regularly observe staff practice, holding staff meetings to discuss and improve practice. Staff are extremely keen to learn and improve their knowledge base or qualification. This demonstrates an excellent capacity to sustain improvement.

The in-depth self-evaluation of the nursery takes the views of parents, staff and children into account. The management team and staff routinely review the development plans and devise new ones. This shows a very secure willingness to improve outcomes for the children. There have been extremely positive developments since the last inspection. For example, redesigning the outside areas has created a stimulating child-centred learning environment.

The staff's understanding of how the learning and development requirements encourage and support children's progress is fully embedded. The key persons are responsible for monitoring their children's learning records. They use the detail they gain extremely well for tracking and monitoring children's development throughout the whole nursery. The system ensures that all children continue to make very good progress. The management team are able to identify any achievement gaps across different groups of children so staff can act particularly quickly to narrow these. The process is proving to be successful, for example, recently noting that all babies were making excellent progress.

There are highly effective partnerships with parents and external professionals. Staff engage exceptionally well with them to ensure children receive the care and support they need. Parents comment that they receive excellent details about their child's day. They find the two-way flow of information is particularly helpful and supportive. The staff fully appreciate and understand the need to work in partnership with other early years settings where children also attend. This helps staff to be very confident that they are meeting children's individual learning and care needs exceedingly well.

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
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	EY368488
Local authority	Kent
Inspection number	829084
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	76
Number of children on roll	103
Name of provider	Junior Childcare Limited
Date of previous inspection	21/09/2009
Telephone number	01580 713033

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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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