

# Broughton Cottage Day Nursery

London Road, Dunton Green, Sevenoaks, Kent, TN13 2TD

<b>Inspection date</b>	17/11/2014
Previous inspection date	07/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 teaching is good. Children progress well in their communication and language skills, physical development, and their personal, social and emotional development.
- A strong working partnership with parents is effective in enabling a two-way flow of information.
- Staff maintain robust safeguarding procedures to help maintain a secure environment where children of all ages can move around and play safely and confidently.
- Management effectively monitor teaching practices to ensure staff training needs are identified through ongoing professional development.

### It is not yet outstanding because

- Staff miss opportunities to develop children's literacy skills fully, by providing more varied opportunities to practise their writing skills and exploration of books, in a more enjoyable and meaningful way.

## 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 observed activities and the quality of teaching in the playrooms and outdoor play area sampled children's assessment records and planning documentation.
- The inspector held a meeting with the manager to assess the suitability and qualifications of staff, and management's knowledge and understanding of the requirements of the Early Years Foundation Stage.
- The inspector held discussion with staff about their role in meeting the learning and development and the safeguarding and welfare needs of children.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the lead practitioner and deputy manager.

## Inspector

Martina Mullings

## Full report

### Information about the setting

Broughton Cottage Day Nursery is one of three privately owned and managed nurseries. It registered in 2002 and operates from five rooms in converted residential premises in Dunton Green, in Sevenoaks. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is accessible by steps to two of the play areas. All children share access to a secure enclosed outdoor play area. The nursery is open on Monday to Friday, from 8am to 6pm and for 51 weeks of the year. There are currently 51 children aged from three months to five years on roll. The nursery offers a Montessori approach to learning in conjunction with the Early Years Foundation Stage requirements. Children come from a wide catchment area. The nursery currently supports a number of children who are learning to speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs eight staff, of whom six hold a childcare qualification ranging from level 2 to 5. Currently, one member of staff is training at level 2 and majority of staff hold current paediatric first-aid certificates. The provider receives funding for the provision of free early education to children aged two-, three-, and four years old.

### What the setting needs to do to improve further

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

- enhance further opportunities for children to develop their early literacy skills by increasing their enjoyment of books and practising their writing skills for a range of meaningful purposes.

### Inspection judgements

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

Staff provide children with plenty of opportunities to play, learn and develop. They ensure children settle into the nursery with ease and are ready for progressing onto their next stage of learning including school. Staff effectively observe, plan and assess children's learning needs to identify their individual interests and any gaps. They monitor children's development and identify next steps in their learning by planning challenging activities across all areas of learning.

Staff and parents develop a good relationship that enables a two-way flow of communication that is transparent. Staff share information regarding the children's needs and development. For example, through displays, website, daily feedback, communication book, questionnaire, newsletter and parent evening. Staff obtain information about children's initial interest and abilities on entry when they first start. They further provide parents with opportunities to view their child's learning records and the weekly activities.

Children benefit from free exploration of their environment, which includes designated learning rooms for mathematics and mark making. Staff encourage children to move around and explore independently. Children take ownership for their work and choose to play with the things that interest them. Staff provides interesting indoor and outdoor activities for the children to play and explore. The older children play in small groups that help them to focus for longer periods of time and follow instruction. This helps to prepare children for school.

Staff provide babies with opportunities to explore sensory experiences to enhance their development. Staff promote children's understanding of natural materials by providing activities, such as sea life water play using sand, water, sea creatures and leaves. Staff promote children's communication skills well. For example, they provide children with feedback about what they are doing in activities for them to understand their actions. However, staff miss opportunities at times to encourage children to explore the designated writing room and book area to further enhance their literacy skills, by making it more appealing and attractive. Nevertheless, staff encourage children's emerging language development by talking continually to them. Staff skilfully question children to enhance their language and thinking skills. Staff promote children's language development effectively by repeating words back to them and using accurate pronunciation and extending their vocabulary. Staff encourages the babies to make sounds and to babble single words and to communicate non-verbally, for example, by pointing and smiling. Staff obtains key words from parents for children who are learning to speak English as an additional language. As a result, this helps children to feel valued and to enhance their language skills. The older children also benefit from having French lessons, which they enjoy.

Staff provide children with a range of interesting resources indoors to promote all areas of development. For example, staff involve children in a baking activity where they learn to recognise colours, numbers, sizes, shapes and measurements. They further learn to share and take turns, which overall helps to develop their mathematical and social skills. Children use their senses and imagination while exploring the home corner, the music and technology area. The use of the outdoor play area is effectively set up by staff for the children to play, explore and to enhance their physical development.

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

The nursery has an effective key-person system that helps the children to form a close emotional attachment and relationship with staff and other children. As a result, children confidently move freely through the different areas and speak openly with staff and other children. This helps children to settle easily and participate in a variety of activities. Staff ensure routines are flexible and meet the needs of individual children. Staff are good role models for children and they help them to develop positive attitudes and social skills. As a result, children are aware of acceptable behaviours. They consistently display positive behaviour and are making friends with others. Staff encourage children to develop good independence skills. Children manage tasks for themselves and help others. This helps to

promote children self-confidence and readiness for school.

Staff caring for babies gently calm them down and help them settle well for sleep and meal times. Staff promote a healthy lifestyle by providing healthy food and drink choices, such as a variety of fruits, drinking water and milk. Children enjoy the outdoor area and they benefit from daily physical exercise. Outdoors, staff provide children with a range of physical play equipment and plenty of space to run around. This encourages children to move in different ways and promotes their physical development and health.

Staff ensure children's health and is paramount. As a result, the environment is clean, safe and secure for the children to freely play. Furthermore, staff are paediatric first-aid trained, and the environment is assessed for any risks. Staff help children to learn about keeping safe by discussing safety issues to help them understand the consequences of their actions. For example, staff explain to children why they need to hold the scissors safely. This guidance helps children to learn how to keep themselves safe.

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

Management and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They understand their responsibilities to safeguard children's welfare and have a clear knowledge of the correct procedures to follow if they have a concern about the welfare of a child. Management ensures suitable staff work with children by implementing robust vetting and recruitment procedures. In addition, staff implement daily checks, risk assessments and implement policies and procedures to help protect children and maintain good standards of safety.

Management evaluates the quality of the provision well. They monitor the delivery of the learning and development requirements to ensure children make good progress. This includes regular supervision of teaching practice, reviewing children's assessment records and closely monitoring any gaps in their learning. Management supports peer observations to encourage staff to share good practice.

Management and staff effectively prioritise areas for improvement. They have implemented several improvements since the last inspection, which children have directly benefited from. For example, the improvement in the quality of teaching mathematics and technology as well as increase the resources. Management provides regular staff training and offers ongoing support to staff to meet their professional developmental needs.

Management promotes parent partnership and share information through various methods of communication. Parents report that staff provide a lovely and safe environment and their children enjoy their time at the nursery and are progressing well. The nursery's designated officer for special educational needs works closely with other professionals to ensure early intervention for children if required. The use of personalised learning plans help staff to support children who are learning to speak English as an additional language. Staff ensure children are ready for their move to school by working closely with teachers

from local schools to ensure children has a smooth transfer.

### **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

<b>Unique reference number</b>	EY242362
<b>Local authority</b>	Kent
<b>Inspection number</b>	837141
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	37
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Longacre Childcare Limited
<b>Date of previous inspection</b>	07/09/2010
<b>Telephone number</b>	01732 462339

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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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