

# Inspection of Christchurch Nursery

Ingles Way, FOLKESTONE, Kent CT20 1ER

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Inspection date: 15 October 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children flourish in this nurturing and creative environment. Opportunities for children to develop their independence, self-confidence and self-esteem are at the heart of the well-planned curriculum. For example, children learn to make decisions about where they play, as well as taking care of their personal needs. They form strong attachments to staff, who skilfully help them blossom into sociable, friendly and motivated learners.

Staff have high expectations for all children. They work well with parents and other professionals to acquire the exact support all children need to gain skills that will support them as lifelong learners, including when they go to school. Children learn to moderate their feelings and emotions as they negotiate and play alongside others. For instance, they independently use sand timers to support turn taking on bicycles with minimal adult help.

A consistent approach to managing behaviour ensures children feel secure and listened to. All children, including those who have weaker communication and language skills, learn to effectively express their feelings using signs, words and picture cards. Consequently, children are very happy and settled as they play, explore and discover an interesting and broad range of activities.

### **What does the early years setting do well and what does it need to do better?**

- Leaders create an exciting and stimulating learning environment for all children. Using the views of staff, parents and children they design an ambitious curriculum alongside targeted training and improvement plans. For example, following training they have introduced new resources outdoors, to encourage children's imaginative play and problem-solving skills.
- The dedicated special educational needs coordinator is highly effective in recognising those children that are in danger of falling behind their peers. His astute observations and individual plans support those children to make good progress in their development and learning. Additional funding is used well to provide children with new and enriching experiences, including extra support from specialist teachers.
- The well-qualified staff know what children need to learn and plan appropriately for their next steps in learning. However, they are less confident in noticing how children use what they know already. For example, children who are supported well to develop their communication skills are not being as fully extended in other areas of learning, such as mathematics. Consequently, some children are not rapidly building on their already well-developed skills and knowledge across all areas of learning.
- Children's communication and language skills are promoted well. Staff speak

clearly to develop children's speaking. Quiet spaces are provided for children to listen to stories or for specific teaching, such as improving speech sounds or playing games in small groups. Children enthusiastically help re-tell stories as they choose their favourite books for staff to read to them.

- Overall, children behave well. Staff are positive role models for polite and respectful behaviour. Children are encouraged to say 'please' and 'thank you' during mealtimes, help one another with tasks, such as tidying up, and share toys. A harmonious and supportive environment helps children learn to choose positive ways of behaving.
- Parents praise the support they and their children receive in the setting. They talk about feeling included in what children are doing and supported to continue developing children's learning and behaviour at home. Staff provide parents with opportunities to read assessments of children's development, such as during parent evenings and give them daily feedback. However, staff do not consistently include parent's views and observations from home as part of their assessment process, such as before completing two-year checks.
- Children learn about active lifestyles and making healthy choices. For instance, they enjoy running, climbing and playing in the fresh air. They learn how food is grown as they plant, harvest and eat their own fruits and vegetables. Innovative ideas, such as healthy lunch box certificates, include parents in teaching their children about healthy eating.
- Children learn about differences and similarities in the natural world and their experiences. For example, children compared their lives to children in other countries and within their community.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure all staff receive robust and thorough training to fully understand their role in protecting children. They know what to do, and who to contact, if they suspect children are in danger of any abuse or neglect. Robust recruitment procedures are in place to ensure all staff are suitable to work with children. Parents receive regular information, such as through newsletters or workshops, to support them to protect their children and to keep them safe from harm. The nursery's 'open-door' policy promotes a culture of mutual respect, where children and parents are listened to and their views welcomed.

## **What does the setting need to do to improve?**

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

- build on the good knowledge children have already, particularly those that are more able, to extend and challenge their individual learning needs further.
- ask parents to share their more views about children's interests and

achievements, to strengthen the already good assessments of children's learning and development, particularly when completing the two-year check.

## Setting details

<b>Unique reference number</b>	127104
<b>Local authority</b>	Kent
<b>Inspection number</b>	10108457
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Christchurch Nursery School (Folkestone) Limited
<b>Registered person unique reference number</b>	RP902882
<b>Telephone number</b>	01303 244055
<b>Date of previous inspection</b>	9 April 2015

## Information about this early years setting

Christchurch Nursery registered in 1992. It operates in the grounds of Christchurch Primary School in Folkestone, Kent. It operates from 9am to 5.30pm, Monday to Friday, term time only. The nursery is in receipt of funding for the provision of free early years education for two-, three-, and four-year-olds.

The nursery employs 12 staff, all of whom have relevant qualifications between level 3 and level 6. One member of staff has an early years professional status.

## Information about this inspection

### Inspector

Alison Martin

## Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outside.
- The inspector spoke with the manager about the curriculum for children on a learning walk around the setting.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and the provider, and spoke with all staff at appropriate times throughout the inspection.
- The inspector spoke with children and parents to help take account of their views.
- The inspector looked at a range of documentation, including evidence of staff suitability, and policies and procedures.

We carried out this inspection 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.

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