

Teston and Wateringbury Nursery Group



Teston Village Hall, Church Street, Teston, MAIDSTONE, Kent, ME18 5AH

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| Inspection date | 5 June 2015 |
| Previous inspection date | 14 June 2011 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Outstanding | 1 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff work exceptionally well with parents and carers to support children's learning and development. Parents remain very well informed about their children's next steps and activities. As a result, parents are able to continue children's learning at home.
- Staff support children with special educational needs and/or disabilities extremely well. Staff ensure that they are up to date with the latest training and information to be able to effectively support children's learning and health needs.
- Staff promote children's interests and choices well, in both the inside and outdoor environment. Staff are highly skilled at providing spontaneous activities that extend and challenge children's thinking and support their problem solving skills.
- Staff provide children with a good range of resources available in all areas. Children relish the opportunity to use the outside area regularly and take part in active play opportunities.
- The supervisor has a strong commitment to developing the setting and leads the team to evaluate their service and set well-targeted plans for improvement.

It is not yet outstanding because:

- Staff and children come together for group times during the day. However, staff do not always use these times to full effect to support all children's interests and well-being.
- Staff work well with other early years settings that children attend. However, not all relationships offer enough regular opportunity for effective information sharing.

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What the setting needs to do to improve further

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

- revise group times to ensure that all children's well-being and interests are maintained throughout
- develop further the good relationships with other settings who deliver the Early Years Foundation Stage to exchange information on a more regular basis.

Inspection activities

- The inspector completed a joint observation with the supervisor.
- The inspector observed play and learning both indoors and outside.
- The inspector spoke to parents and took their views into consideration.
- The inspector spoke to staff and children where appropriate.
- The inspector sampled documentation including policies and procedures, staff recruitment, planning, observation and assessment documentation, and self-evaluation processes.

Inspector

Sarah Taylor-Smith

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Inspection findings**How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Children make very good progress in their learning and development. Staff support children extremely well to enable them to explore their own creative ideas and develop their own outcomes. For example, staff provide children with sticks and wool to explore with no fixed outcome. The setting is linked with a pre-school in Africa and shares pictures and projects with them. This helps children to learn about others and the world around them well. For example, the settings completed a handprint mosaic piece of art. The children explored the hand prints and looked at the similarities and differences of the hand sizes and children. It is proudly displayed in the setting. Staff make up high stimulating games to support children's mathematical development. Children show they have excellent skills and identify numbers quickly and with ease. Older children further develop their skills with activities in the group for the school leavers, such as practising changing for physical education and developing their literacy skills. This means that they are very well prepared for their move on to school.

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

Children arrive at the setting excited and eager to begin their day. Children have secure relationships with staff and are keen to show them their achievements. Children display high levels of confidence and voice their needs. For example, children ask to use the sand timer to take turns on the electronic games system. This shows that they are developing ways to manage their own behaviour and understand the needs of others. Staff support children's understanding of their own health well by explaining the need for regular drinking water to look after their bodies. They also have regular access to the garden and fresh air to support their well-being.

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

The supervisor reviews the overall progress of children very well and puts developments in place to support areas of learning or practice that need additional support. The highly qualified staff team receive training and attend local meetings to enhance their good practice. This helps them to ensure that the setting is inclusive and meets the needs of all children. Staff consult parents for their views verbally on a daily basis and also through questionnaires. From this, they have extended their setting opening times to meet demand. Staff understand their responsibility to safeguard children well and keep them safe. They regularly complete thorough risk assessments and involve the children in discussions about how to keep themselves and others safe. For example, they ask children about what could happen if they run inside and they draw a picture of someone who has fallen over and hurt themselves.

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Setting details

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| Unique reference number | 127675 |
| Local authority | Kent |
| Inspection number | 840695 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 24 |
| Number of children on roll | 46 |
| Name of provider | Teston and Watringbury Nursery Group Committee |
| Date of previous inspection | 14 June 2011 |
| Telephone number | 07805 796353 |

Teston and Watringbury Nursery Group opened in 1966. It is situated in the village of Teston, near Maidstone in Kent. It is open five days a week from 9am to 2.30pm during school term times only. The setting receives funding for free nursery education for children aged f two, three and four years old. There is staff team of eight and all have early years qualifications, with two staff members holding Qualified Teacher Status.

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