

Inspection of Kloisters Day Nursery and Pre-School

Arethusa Road, Rochester ME1 2UR

Inspection date: 12 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this friendly and inclusive nursery. They leave their parents and carers with ease and settle down to well-planned activities that interest them. The skilful leadership team has devised a curriculum which focuses on four main areas. This includes helping children to be aware of their health, to be independent learners, to be able to self-regulate and to be effective communicators. These skills are built upon as children move through the rooms, enabling them to be ready for their transition to school. All children make good progress from their starting points.

Children feel safe and happy. Babies are welcomed warmly by their key person and embraced in cuddles and stories. Once settled and content, they are active in seeking out resources to play and explore. Older children enter their rooms with confidence and the staff know the children well. Staff ask them questions about their weekend and children happily engage.

Children are kind and caring towards their friends. When there are minor disputes about popular resources, staff are on hand to help. Staff get down to children's levels and speak about how the problem could be solved. This provides children with the skills they need to solve future conflicts with effective communication and compassion. The 'golden rules' embedded throughout the nursery further support children's understanding.

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

- The leadership team demonstrates a dedication to continually improving the nursery. Leaders create action plans to pinpoint what they need to develop and are passionate about giving children the best start in life. For example, they want to cook fresh food on site and create an allotment area to educate the children about healthy eating. There is currently a high number of new staff. The leadership team ensures that there is effective induction. Staff are clear about their roles, responsibilities and the policies and procedures for the setting. All staff receive effective supervision and mentoring to help develop their practice.
- The special educational needs coordinator (SENCo) is passionate about supporting children with special educational needs and/or disabilities (SEND). Key staff and the SENCo work closely with parents and external professionals to make relevant referrals where necessary. They promptly identify and implement effective strategies to support children on their learning journey. Transitions to new rooms and schools are carefully planned to ensure that children are emotionally ready and prepared for their next step.
- Staff place a strong emphasis on developing children's speech and language skills. Children enjoy stories and are encouraged to borrow books from nursery

to share with their parents. A local author visited the setting to read to the children and help develop their love of books. Furthermore, children learn to sign and staff use visual clues to support children's understanding.

- Children across the nursery are confident learners. Overall, they show high levels of concentration and enjoyment. However, at times, staff in the pre-school room do not fully consider how to encourage children to make choices and explore their own interests. For example, on occasion, adult-led activities take up a large proportion of the day and some children lose motivation and struggle to remain focused.
- Overall, the routines in the kindergarten room are well planned to meet the needs of the children. However, at times, routines disrupt children's play. For example, all children are asked to tidy up for snack, but only some of them are able to sit down to eat after tidying. This results in the other children waiting for their turn at the snack table without any meaningful activities available.
- Outside, children approach physical play with enthusiasm. Younger children learn to navigate safe risks as they climb the steps to the slide. Older children love to climb and use their arms to balance themselves. They use the bicycles with ease, using their feet to scoot them around obstacles. Attentive staff stay close by to support children when necessary. For example, staff spend time teaching the children how to use the pedals on the bicycles and give them 'high fives' when they achieve this.
- Partnerships with parents are strong. Parents share their praise for the manager and staff at the nursery. Parents are kept informed about their children's learning through daily discussions and individual online learning journals. Staff provide parents with home learning suggestions, such as activity bags to support children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen activity planning in the pre-school room so that children have sufficient time to lead their own play and follow their interests
- review and improve daily routines in the toddler room to avoid long waiting times for children.

Setting details

Unique reference number	2682134
Local authority	Medway
Inspection number	10323507
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	87
Number of children on roll	99
Name of registered person	Little Explorers Day Nursery Ltd
Registered person unique reference number	RP525814
Telephone number	01634 880298
Date of previous inspection	Not applicable

Information about this early years setting

Kloisters Day Nursery and Pre-School registered in 2022 and is situated in Rochester, Kent. The nursery is open Monday to Friday from 8am to 6pm throughout the year, except for bank holidays. There are 24 members of staff, 17 of whom have childcare qualifications at level 2 and above. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelly Southern

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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