

# Speldhurst Nursery School

Inspection report for early years provision

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**Inspector**

Jenny Kane

**Setting address**

Village Hall, St. Marys Lane, Speldhurst, TUNBRIDGE  
WELLS, Kent, TN3 0PR

**Telephone number**

01892 860 577

**Email**

[newpannells@jwclub.net](mailto:newpannells@jwclub.net)

**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Speldhurst Nursery School is privately owned and first registered in 1996, but re-registered in 2010 due to a change in ownership. The nursery operates from the village hall in Speldhurst. There is access to a secure enclosed garden and decking area for outdoor play. It is open during term time on Monday to Friday mornings from 9am to 12 noon and from 12.30pm to 3pm in the afternoons except for Thursdays. Children attend for a variety of sessions.

The provision is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time. There are currently 64 on roll aged between two and four years. The nursery provides funded early education for three and four year olds.

The nursery supports children with special educational needs and also supports children who speak languages in addition to English. Eleven staff work with the children of whom nine hold appropriate early years qualifications. The manager holds an early years degree. They receive support from the local authority early years advisory team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The new owner/manager works closely with staff to implement her vision for the nursery. The use of self-evaluation and reflective practice helps staff to identify areas for further development which continuously improves the outcomes for children. Children are making good progress in their learning and development because they are well supported by staff who are qualified and experienced. Partnerships with parents and carers are excellent and a main strength of the nursery although partnerships are yet to be fully established between all partners. Children's safety, health and physical development are high on the agenda.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop the liaison with schools and other settings to improve sharing of information and transition for children
- develop the assessment system to show the next steps in children's learning.

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

Staff have good understanding of safeguarding procedures and a good regard to promoting children's safety and well-being. The child protection policy is effective, up to date and shared with parents so they understand the nursery's role and responsibilities. Recruitment and vetting procedures are robust ensuring all adults are suitable to work with children. Staff encourage children to learn about their own and other children's safety during play. Risk assessments are effective and detailed, they are routinely carried out by senior staff and the use of the space and resources are monitored to provide an environment which is conducive to children's learning. These measures have enabled staff to improve the outcomes for the children. Staff deployment is excellent and there is a very high commitment to sustaining these staffing levels. Children are interested and engrossed in their play, use the resources very well and make decisions about where they play. Children are encouraged to recycle, in the garden there are compost bins and staff are working to make the environment as sustainable as possible.

Effective links with other providers and outside agencies are establishing. The manager is in the process of liaising with local groups and feeder schools. She is very committed to working in partnership with others and sees the clear benefits of this, particularly for those children who attend other settings as well as this nursery. The staff strive to provide an inclusive and welcoming service for children regardless of background and level of ability. Children and their parents are respected, valued and cared for by staff who are dedicated to meeting their individual needs. They are able to identify when children may have additional needs and access support from health workers and speech therapists.

The nursery has outstanding partnerships with parents and carers. Parents' views and opinions are actively sought and valued. This is achieved through questionnaires, weekly newsletters and e mails, notice boards with photographs and very good verbal communication. The written information provided for parents is well produced, clear and professional. Policies are informative, reviewed regularly and are readily available to parents. The use of contact books, which are a recent initiative, hold information about daily activities and progress. These help parents to be involved in their children's care and development. Many parents express very positive comments when asked for feedback. They particularly praise the staff for their friendliness, feel they are well informed about how their children are progressing and can discuss any issues with staff as they arise.

The owner/manager is very focused on her aims and objectives. She works with the staff leading by example and with great enthusiasm. Any changes are made slowly for continuity. There is a high commitment to professional development and staff are keen to update training to enhance their already good knowledge. Staff are very able to express their views and suggestions for change and further improvement. As a team, all staff are clearly dedicated to providing the best possible care and outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

The manager and senior staff have a very good knowledge of the learning and development requirements. Well planned activities, excellent use of the resources and good interaction between staff and children encourage positive attitudes to learning. Consequently children are progressing well towards the early learning goals. When children first start their key person works with parents to find out as much information as possible about what they can do and their starting points. This information is used to complete the 'all about me' section of their learning journal. The planning and recording of developmental information is currently going through some changes, with all staff involved in looking at how systems can be improved for example, with regards to identifying children's next steps. Staff make daily observations and notes during play which they use to help with planning of challenging and age appropriate activities. These observations are recorded in each child's 'My Unique Story' folder. These are helpful for parents as they begin to understand how their child is achieving and progressing. The sharing of these has developed significantly in the last few months and parents make positive comments about this. There are good displays of photographs and information in the lobby about the six areas of learning and these help to reinforce to parents how they can be involved in their child's learning.

Children are happy and well occupied, staff interaction is very good, children make choices about what they do and readily join in at large group times. Staff explain and reinforce boundaries, they supervise children very well whilst allowing them the freedom to choose for themselves where they play. Children demonstrate a good sense of security and very good understanding about keeping safe. Recently children were visited by the local community police officer who talked to them about crossing roads, not talking to strangers, people who can help them and the role of the police. Children have taken what they learned on board and act out a scenario about a robbery. An area is taped off; they dress in the high-visibility jackets and go round with magnifying glasses saying 'there's been a robbery'. Children demonstrate high levels of independence. Examples are, freely choosing to go in the garden, helping prepare snack, helping themselves to drinks of water when they are thirsty and confidently telling staff when they need the toilet. Children have been involved in deciding on the nursery rules, they share and cooperate very well while playing and have lovely caring attitudes towards other children. Consequently, their behaviour is extremely good.

Children are developing good communication skills. Posters, displays, self-registration using name cards, using a pictorial timetable and the labelling of many of the toys helps children identify the written word and number. There are good supplies of mark making materials and books. Children really enjoy the story about the old lady who swallowed a fly because the member of staff uses puppets to hold their attention. Staff use Maketon signing with the children particularly at singing and snack times. During register children respond well to their name and sign back 'good morning'. This helps all children including those with speech delay and communication problems. There are many opportunities for children to use numeracy and counting during play. When using the dough children discuss

texture and weight, when sorting the small bears they talk about different colours and size, they see how tall they can build the blocks before it falls and one child explains that things look bigger through the magnifying glass.

The opportunities for physical activities are wide ranging. Children use the outside play area in all weathers, including the snow. They take part in walks around the village when they get to know their local surroundings and people in their community. The garden is fantastic with a wealth of opportunities to discover the natural world. Raised beds contain an abundant range of plants including fruit and vegetables. Children enjoy harvesting these, help to prepare them for snacks and this reinforces their knowledge about where food comes from. In the garden children have access to a wide range of stimulating play equipment. They find great enjoyment in playing with the tubing and water, finding small items which will float and move along. They get very muddy but have great fun. As well as learning about taking regular exercise to keep healthy children know the importance of eating nutritious snacks. They help to prepare the snack by cutting up the fruit. Children sit together for snack and this is a social time. They display a very good understanding of healthy food, where it comes from and how it grows.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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