

# Mark Beech Nursery School

Cowden Pound Road, Mark Beech, Edenbridge, Kent, TN8 5NR

<b>Inspection date</b>	22/05/2013
Previous inspection date	02/12/2009

<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		3
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		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children benefit from the very positive relationships staff have with parents which is enhanced by the good follow on suggestions for activities and the bear which they enthusiastically take home.
- Children settle in successfully as this is a small group and they form strong bonds with adults, particularly their key person.
- Children enjoy their outdoor play which offers them a variety of experiences and play options which incorporate all areas of learning.

### It is not yet good because

- The nursery does not share information about the children who attend with other providers so that the other provision can supplement the care and learning and avoid repetition.
- The views of parents and carers and children have not been sought to aid staff in deciding on priorities and targets for improvements that are most needed.
- Planning does not go far enough in challenging all children in every area of learning.

## 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.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of the cooking activity.
- The inspector talked with several parents and took their views into account.
- The inspector sampled documentation including children's records, plans, policies and staff suitability records.

## Inspector

Susan Scott

## Full Report

### Information about the setting

Mark Beech Nursery School is privately owned and opened in 1965. It operates from two rooms in a village hall near Edenbridge, Kent. All children share access to a fully enclosed outdoor play area. The setting opens during school term times from 9am to 12.15 noon on Mondays, Thursdays and Fridays, with an optional lunch club on Mondays and Fridays from 12 noon to 1.30pm. The setting opens from 9am to 3pm on Mondays and Wednesdays. The nursery takes up to 24 children and there are currently 23 children on roll who are all within the early years age range. Children are drawn from the surrounding rural area. There are four members of staff. Of these, three hold recognised qualifications and one is unqualified. The nursery school provides funded early education for three- and four-year-olds.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning for individual children by considering the needs, interests and developmental stages of each child and using this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

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

- develop a rigorous and effective system for self evaluation that informs the setting's priorities and sets challenging targets for improvement
- develop the partnerships with other providers in order to share information about what children experience and achieve at this setting.

## Inspection judgements

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

Staff have a satisfactory understanding of how to promote children's learning and development. They make observations of children's achievements and are able to assess children's development well overall. Staff have a sound understanding of how to use current guidance to track children's learning, and identify their progress. However, there are occasions when some children, who are older and very able, are not fully challenged

by the activities. For example, there are only two bowls of ingredients available for the 14 children who are keen to mix the cakes, which results in too much time spent waiting and watching.

Staff take opportunities to ask children about numbers and to do simple sums and children show their ability by adding quantities together. However, there are occasions when children could be further challenged, such as counting out the cake cases they need for the baking trays. Some children's skills are not fully extended as a result and miss opportunities to extend their active contributions and to take responsibility for tasks. Staff are aware of each child's stage in their development and generally use suitable strategies to support their learning. For example, some children have individual plans to encourage the development of their personal and social skills if they find it hard to share.

Children benefit from a suitable range of activities that cover all types of play and learning. The staff use their skills to encourage parents to increase their involvement in their children's learning. For example, staff write suggested questions for parents to ask about the cooking activity they have completed. Children are able to make suggestions for their own play and they request a game of sticky kids when they play in the hall. Children are able to follow the instructions to march and stretch while playing this game and most of them join in because of the fun they are having.

Staff offer opportunities to support children's enjoyment of books by reading stories. By doing this in small, intimate groups, they are able to build children's listening skills. Children are generally keen to talk to adults, expressing their knowledge and skills with confidence. For instance, children tell the inspector their names when asked and some sound out the initial letter, showing their early reading skills. Children are interested in experiencing different languages spontaneously, such as when staff use Spanish to name a spoon.

Children benefit from exploring creative and imaginative play, with older children inventing elaborate roles. They like to spend time playing in pairs or smaller groups and younger children sometimes gravitate to these activities where they follow the examples set by older children. For instance, the older children play at being teenagers in the home corner. The younger children join in by sitting at the table and using the tea set, watching and learning from the others.

Children's progress is supported through a variety of activities using puzzles and small world toys. Younger children develop their fine motor skills and concentration by investigating the puzzles as they manipulate the pieces to fit into the trays. Older children select from a variety of construction resources and use this to create further pretend play using small figures.

Children explore different textures and use paint to create pictures. For example, they stir the ingredients for the cakes they make and describe how the cakes change in texture when they are cooked into harder cakes. They investigate technology and use magnifiers when they play outside. Children are encouraged to observe the birds in the outside play area and sometimes go bug-hunting. They recently enjoyed a visit from the grandparents of one child who came and talked to them about the sheep on their farm. Children help

themselves to their name labels and use crayons to practise their early writing skills by labelling their work. They gain useful skills such as this to support their eventual move to school.

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

Staff have created an environment where even the youngest children feel welcome and secure. Children help themselves to various games, puzzles and books which are on tables and in the cupboard. They enjoy playing in the role play areas and manage their own pretend play extremely well. Some older children spend a long time engrossed in pretend play using the construction and small world toys. They make up the rules and invent roles for the playthings, using American accents, for example, throughout this play. This reveals a really good ability to build stories around toys and a very good understanding of the world. Other children enjoy lying on the cushions, under the net curtains, in the quiet, cosy area where they can relax with a book.

The outdoor area, which is safe and secure, provides year round play opportunities and interest. Children particularly enjoy playing outside and take games and other toys outside to use. Children have opportunities to experience energetic play in the garden and indoors which fosters their physical development. For example, they play sticky kids inside and enjoy a spontaneous game of what's the time Mr Wolf outside. Children are encouraged to develop their understanding of their own safety successfully. For example, during cooking activities they are reminded that the cakes will be hot when they come out of the oven. They also discuss the dangers of heat when the birthday candles are lit on a cake they all share and this leads into a discussion on the dangers of hot sun. Older children show a well developed sense of personal safety in this discussion.

Staff sit with the children at lunchtime and join in discussions about foods the children like to eat and a variety of topics, such as the snow. They talk about the type of food they have in their lunchboxes, and they gain an early understanding of healthy eating. Staff take these opportunities to introduce learning into everyday experiences by suggesting one child eats 'half' the orange when he says he does not want his fruit. Children enjoy healthy snacks at a time of their own choosing, and there are plans for them to help in the preparation of these to support their growing independence.

Children's behaviour is good because staff are positive and consistent. Children learn how to be kind to each other and to share the toys. They are keen to take Basil Bear and his book home and all enjoy bringing him back with news of what they have been doing at home or on outings with friends and family. Parents have written a varied range of comments in the book and this sparks conversations between children and staff and to learn about other people's lives. Grandparents have also visited the nursery and talk to the children about their farm and the sheep they keep.

Children confidently take themselves to the toilet and wash and dry their hands. They choose whether to put on their coats in spring weather, sometimes with a reminder, before going outside to play. Children have a good understanding of their own safety

which is fostered well by the staff. For instance, children are reminded about the dangers of candles and the heat that could burn them when they celebrate one child's birthday by sharing a cake. Some older children discuss the dangers of sunburn remarking that they need to wear sun-cream when it is hot and sunny.

The staff receive some information from the local nursery and agree that children will benefit if they provide information about the activities and children's experiences here. Grandparents and parents have visited the nursery to share information with children about their lives. All these experiences help to prepare children overall so they feel more confident when they start school.

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

The inspection was brought forward following an accident to a child and subsequent supervision and safety concerns. This inspection found that the nursery has clear procedures in place to safeguard children. They have up-to-date and regularly reviewed policies and documentation to ensure children's safety. The nursery has reviewed the incident on their risk assessments. They have taken clear steps to avoid any accidents of a similar nature by excluding use of the steps and platform in the outdoor playhouse. Children still access one part of the playhouse but can only do so while wearing their own appropriate footwear. Children are consistently supervised inside and outside while they are playing. Accident, medication, incident and complaint records are appropriately maintained.

The leadership and management have a clear understanding of the welfare requirements and a suitable grasp of the learning and development requirements. There are occasions when the learning and development aspects of the provision do not sufficiently challenge all children. The older, more able children are not always engaged in the learning activities because the planning has not taken account of their interests and individual abilities. For example, children spend too much time watching and waiting to be actively involved in some activities.

The nursery does not evaluate their provision rigorously enough to identify the strengths and weaknesses of the service. As a result, the educational programme does not effectively promote children's progress in all aspects of their learning. The nursery does support children who have individual needs and ensure that specialist advice is obtained, and acted on, to enable all children to feel secure and happy at the setting. They welcome contact and information from other settings that children attend but have not developed their own records to share information fully.

The nursery builds positive relationships with the parents of children who attend. They regularly feedback information about children's experiences and progress through discussion and have begun developing systems to share children's records. Children enthusiastically take Basil Bear home with them each week and love to share the record of his experiences with them during the circle time. Staff skilfully suggest ways in which

parents and carers can build on the activities children have at the nursery by writing follow-up suggestions on the board each day. For example, to encourage parents to ask their children what ingredients they used when making the cakes they take home.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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>	127370
<b>Local authority</b>	Kent
<b>Inspection number</b>	917575
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Ann Roberts
<b>Date of previous inspection</b>	02/12/2009
<b>Telephone number</b>	07981338803

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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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