

Badgers Bridge

The Street, Postling, Hythe, Kent, CT21 4EU



Inspection date

25 March 2015

Previous inspection date

10 December 2009

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		Good	2
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

- Excellent, regular use is made of the local outdoor areas for forest school practices and walks, enabling children to add to their skills and knowledge through a variety of learning opportunities.
- Children are encouraged to take calculated risks, with the support of staff, enabling a very individualised programme of activities.
- Staff are well informed and interested in meeting the individual needs of the children and families.
- Managers are confident and knowledgeable about the requirements of the Early Years Foundation Stage, and share this with all staff through a 'buddy' system, providing a supportive working environment.

It is not yet outstanding because:

- Some opportunities for creative art are over-directed by adults and prescriptive, preventing children's personal expression.
- Children's use of information, communication and technology resources are limited to the indoor environment, and opportunities for using these outdoors are missed.

What the setting needs to do to improve further

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

- enhance opportunities for free expression in art to provide opportunities for imaginative development
- provide additional opportunities for the use of technology to give children practice in a wider context.

Inspection activities

- The inspector checked documentation including staff suitability records and qualifications.
- The inspector held discussions with staff about their knowledge of planning for children's progress, safeguarding and the setting's policies and procedures.
- The inspector carried out joint observations with two members of staff regarding their key children.
- The inspector accompanied staff and children on a local walk observing the play and learning activities, and interacted with them.
- The inspector held discussions with parents to gain their views.

Inspector

Alexandra Smith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a wide variety of activities both indoors and outdoors, including risk taking in a woodland setting, giving opportunities for the children to develop a range of skills and knowledge. They have a good understanding of the development of young children and how this can be supported. Staff interactions with the children show they value their contributions and that children are treated as individuals. They use effective questioning to extend children's communication and language skills, and understanding. Staff carry out regular observations and assessments to identify children's achievements and progress. They effectively use their knowledge of children's interests and backgrounds to plan interesting and relevant activities for children. As a result, any gaps in children's learning and development are soon closed. This supports children to be ready for the next stages in their learning and school.

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

Staff provide good role models to the children showing respect for each other and the children, and encouraging the children to respect each other and the environment. This encourages the children to behave in a positive manner. Children are encouraged to develop a secure understanding of healthy diet and practices and enjoy exercise. Children enjoy healthy snacks of fruit and are involved in the preparation and serving of snacks and drinks to each other. This enables them to extend their knowledge and skills. The children and staff make full use of the local environment for outdoor learning and risk taking. Staff are careful to support new children to become familiar with the processes used, to ensure their safety and enjoyment.

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

Management implement robust policies and procedures for the recruitment and retention of staff. This ensures children are cared for by suitably qualified and checked staff at all times, including during forest school activities. All staff have a good understanding of safeguarding issues and use this knowledge to keep children safe. Staff are supported effectively in their professional development. They are encouraged to undertake additional training, through a 'buddy' system, and regular supervision meetings and annual appraisals. Managers work alongside the staff to help evaluate the setting to help improve practice and share skills to benefit the children. For example, they plan to lease a piece of local woodland to enable children to have more frequent access to forest school learning opportunities. Partnerships with families, other professionals, and early years settings are established and maintained well. This enables a consistent approach to meeting the children's needs.

Setting details

Unique reference number	EY395128
Local authority	Kent
Inspection number	830630
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	33
Number of children on roll	29
Name of provider	Badgers Bridge Partnership
Date of previous inspection	10 December 2009
Telephone number	07967049703

Badgers Bridge was registered in May 2009. It operates from the village hall in Postling, Kent. The nursery is open Monday to Friday, between 8.30am and 3pm, during term time. The staff provide a flexible service which incorporates some Montessori and forest school principles. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting receives funding for the provision of free early education for children aged two, three and four. Three managers privately own the nursery. There are nine adults working with the children. The childcare manager has Early Years Professional Status and the business manager holds a Forest School Leadership qualification. Of the other adults, five hold relevant qualifications to Level 3 and Level 6.

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