

Mark Beech Nursery School

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



Inspection date

18 May 2016

Previous inspection date

22 May 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Staff lack the knowledge and skills to manage children's behaviour effectively. They do not give children consistent support to help them understand what is expected from them and how to behave. At times, children's behaviour has a significant impact on their safety.
- Management and staff do not ensure that children are appropriately supervised at all times, to assure their safety and well-being. They do not use risk assessments effectively to minimise hazards and keep children safe.
- Children do not always receive enough support from staff during some planned group times, to ensure they all benefit and remain engaged in learning. This means that children do not make the best possible progress.
- Self-evaluation is not effective. It does not identify the weaknesses of the nursery or the breaches in the early years foundation stage requirements.

It has the following strengths

- Staff develop children's mathematical development well. For example, they teach children to count and to use simple calculations.
- Children's communication and language development are supported well. For example, staff use signs to help younger children and develop older children's vocabulary.
- The manager monitors children's progress well. She identifies gaps in individual children's learning to ensure they receive the support they need.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure staff have the knowledge and skills to give children clear and consistent support to manage their behaviour and to keep themselves safe	31/05/2016
■ deploy staff effectively to ensure children's safety and welfare	19/05/2016
■ ensure that risk assessments are effective in identifying hazards to children, and that hazards are minimised to keep children safe.	31/05/2016

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

- improve the support children receive during some group activities to ensure they all benefit from the learning experiences
- make effective use of self-evaluation to identify weaknesses in practice to target all areas for improvement.

Inspection activities

- The inspector observed the quality of teaching and assessed its impact on children's learning.
- The inspector spoke to staff and children, when appropriate.
- The inspector spoke to parents and took their views into consideration.
- The inspector had meetings with the manager and completed a joint observation.
- The inspector viewed relevant documentation, such as training certificates, policies and procedures, and staff's suitability checks.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Managers do not ensure that staff are effectively deployed to support children's safety and well-being. They do not identify and minimise risks to children. Children climb on adult-sized chairs that are stacked on top of each other and are left unsupervised. This has a significant impact on children's safety and welfare. The manager has plans to support children's learning and development further. However, the weaknesses in children's welfare and safety have not been identified or understood by staff. The nursery has a clear child protection policy and staff know who to contact for support if they have concerns about children. Staff develop beneficial partnerships with other settings that children attend. For example, they share information to provide continuity in children's learning. Staff have meetings with the manager to develop some aspects of their teaching practice. For example, they have access to training courses, such as how to encourage young children's communication needs with signing.

Quality of teaching, learning and assessment requires improvement

Staff know how to plan activities using children's interests and identify the next steps in their learning. However, they do not always identify when group times do not meet the needs of all children. Children enjoy making choices from a range of resources, which are attractively displayed. They are motivated to explore and learn. Staff work well with parents and share information about children's learning and development. Children with special educational needs are supported well. For example, they have individual learning plans that identify how to support their progress.

Personal development, behaviour and welfare are inadequate

Children receive confusing messages from staff about how to behave. Children run through doorways, hallways and rooms without being able to see who is coming. Staff do not help them to understand the risks this poses to their own and others' safety. Children have some positive social experiences. For example, they sit together at lunchtime and talk to staff about what they like to eat. Children develop their physical skills well. For example, they have daily opportunities to play outside, such as playing in the mud kitchen and water painting. Children settle well and are happy to attend the nursery.

Outcomes for children require improvement

Sometimes, children's behaviour has a negative effect on their involvement in learning. All children make sound progress in their learning and development. Older children learn that letters and words have meaning. For example, they tell staff the sounds of familiar letters and know the titles of their favourite stories. Children are confident to talk to adults and each other. They learn the basic skills to help them with their eventual move to school.

Setting details

Unique reference number	127370
Local authority	Kent
Inspection number	1028696
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	Ann Adèle Susan Maria Roberts-Cleeve
Registered person unique reference number	RP513868
Date of previous inspection	22 May 2013
Telephone number	07981338803

Mark Beech Nursery School registered in 1990 and is in Mark Beech, near Edenbridge, Kent. The nursery school is open during term time from 9am to 3pm on Monday and Wednesday, 9am to 12.15pm on Thursday, and 9am to 1.30pm on Friday. There are seven members of staff, six of whom hold appropriate early years qualifications to level 3. The nursery receives funding for free early education for children aged two, three and four years.

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