

Speldhurst Nursery School

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



Inspection date	16 June 2017
Previous inspection date	22 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children display high levels of confidence as they play and explore. They demonstrate good independence and physical skills, such as when they change their clothes and shoes by themselves for different activities.
- Parents are kept informed regularly about the progress of their children. For example, staff send personal updates and photographs daily, and share ways to support their learning at home.
- The manager regularly monitors and evaluates all assessments of children. She supports staff to accurately identify and narrow any emerging gaps in children's learning.
- Children benefit from the good ongoing professional development of all staff. For example, following training, staff have improved the quality of interactions with children to support their language and communication skills.
- The staff make good links with other professionals and settings. For example, they work closely with local schools to provide additional support for some children.

It is not yet outstanding because:

- Occasionally, staff appear to lack confidence about joining in with children's play and miss opportunities to extend their learning.
- The time taken for daily routines and activities is sometimes too long for some children to maintain their concentration and focus.

What the setting needs to do to improve further

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

- develop staff's teaching skills to ensure they are consistently strong at all times
- extend children's learning by looking closely at the impact some routines have on their opportunities to become deeply involved in their play.

Inspection activities

- The inspector observed activities in the nursery room and garden.
- The inspector viewed a range of documentation, including policies and children's records.
- The inspector spoke with parents and viewed their emails and letters.
- The inspector spoke with all staff and held meetings with the manager.
- The inspector carried out a joint observation with the manager.

Inspector

Alison Martin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of what to do if they are concerned about the safety or welfare of a child. The manager leads the staff effectively, and they work well together. They place the children at the centre of everything they do. Thoughtful evaluation of the nursery results in positive improvements for children and families. For example, changes to the way information is shared with parents has helped to increase the number who actively engage in their children's learning.

Quality of teaching, learning and assessment is good

Staff get to know children's abilities and interests well. Overall, staff interact effectively with children to build on their knowledge and skills. For example, children are fascinated by caterpillars that staff have brought in and they delight in learning about cocoons and butterflies. Children look for the letters in their names as they register themselves in the morning. Staff encourage older children to write their own names on their drawings. They build on children's growing language skills, for example, by talking to them as they play in the large sandpit in the garden. Children are encouraged to explore new ways of doing things. For example, they work creatively together to create a tunnel at the end of the slide.

Personal development, behaviour and welfare are good

Staff create a warm and friendly atmosphere where children are listened to and are safe. They are always on hand to offer reassurance and additional support to children. For example, they follow their individual routines to help settle them when they arrive in the morning. Children are encouraged to be fit and healthy. For instance, they enjoy dancing and playing with hoops as they exercise together during a physical education session. Staff and children form strong emotional bonds. Children are very well behaved and are helped to become aware of the needs of others. They learn about the differences and similarities of others in the community. For example, children share photographs of their families in the book corner. Children celebrate different festivals and customs throughout the year, and staff invite visitors in to talk with the children.

Outcomes for children are good

All children, including those who have special educational needs, develop well in the key skills they need to be ready for school. They develop strong friendships with others. They enjoy counting and using numbers. For example, they guess how many spoonfuls of water will fill a jug. Children become absorbed in painting and mixing their own colours. They are very motivated and curious about how things work. For example, they push cars through tubes and down ramps. When given time, they become deeply involved in their play. For example, they develop complex role-play scenarios with their friends as they build dens.

Setting details

Unique reference number	EY412022
Local authority	Kent
Inspection number	1094392
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	32
Number of children on roll	67
Name of registered person	Elizabeth Sarah Pannell
Registered person unique reference number	RP514350
Date of previous inspection	22 June 2015
Telephone number	01892 860 577

Speldhurst Nursery School is privately owned and registered in 2010. The nursery operates from the village hall in Speldhurst, Kent. It is open during term time only on Monday, Tuesday, Wednesday and Friday from 9am to 3pm, and on Thursday from 9am to midday. The provider receives funding to provide early education for two-, three- and four-year-olds. There are 11 staff, of whom 10 hold relevant early years qualifications, including six staff with qualifications at level 3. The manager has qualified teacher status.

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