

# Bidborough Village Nursery School

Village Hall, Bidborough Ridge, Bidborough, TUNBRIDGE WELLS, Kent, TN3 0XD



<b>Inspection date</b>	28 September 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff establish positive relationships with children. They get to know their individual personalities well. This helps children settle quickly and happily into their play.
- All staff establish positive partnerships with other early years professionals. For example, they share children's progress records with settings children also attend. This helps to provide children with a positive approach to their shared care and learning.
- The managers and staff work together to effectively evaluate their current practice. For instance, they hold daily meetings to reflect on how well the day's events engaged children in their learning opportunities.
- Children develop good early mathematical skills to support their future learning. For example, children confidently complete simple calculations.
- Staff provide good opportunities for children to develop their creative skills in interesting ways, such as children drawing self-portraits.
- Staff are positive role models. Children behave well and are polite. For example, children maturely follow rules and say 'please' and 'thank you' without prompting.

### It is not yet outstanding because:

- Staff miss some opportunities to extend children's understanding of and respect for other people's similarities and differences in the wider world.
- Staff do not explore further ways to encourage parents to share children's achievements from home to strengthen the consistency of care and learning.

## What the setting needs to do to improve further

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

- extend children's understanding of and respect for other people's similarities and differences outside of their own communities and beliefs
- improve ways that staff encourage parents to have a more active role in sharing children's achievements from home to help strengthen consistency of care and learning.

### Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager closely monitors the quality of care and teaching that staff provide children. For example, she observes staff daily and provides them with helpful feedback to support their future practice and setting action plans. The manager and staff have regular one-to-one meetings to discuss their performance and together they highlight strengths and any training needs. The manager and staff are keen to keep their knowledge up to date and build on their skills even further. For instance, they attend regular training, such as learning the different ways children enjoy play and using the information to enhance activity plans. Safeguarding is effective. The manager and all staff have a good understanding of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. They all know whom to contact to follow up concerns.

### Quality of teaching, learning and assessment is good

The manager and staff closely monitor children's progress. This helps them to quickly highlight any gaps in their development and provide children with good individual support to promptly close them and help children move on to the next stages of their learning. Staff effectively support children to prepare for their eventual move to school. For example, children learn more complex skills as they learn to dress independently in school uniform in role-play activities. This helps children understand what is expected of them. Staff extend children's learning well. For instance, after children read a story with autumn scenes, they learned about the changes of seasons and participated in a nature hunt to collect autumnal objects, such as leaves, to create their own versions of the scenes.

### Personal development, behaviour and welfare are good

Children feel valued. For instance, staff ask them challenging questions and give them time to think and respond. This helps children feel confident to share their thoughts and ideas. Children develop a good understanding of the importance of healthy eating. For example, they are excited to grow strawberries to try at snack. Children develop good physical skills. For instance, they climb on interesting equipment, such as tree stumps. Children gain good hand-eye coordination, such as when they enter into egg and spoon races. Children learn how to keep themselves safe. For example, they learn how to cross roads safely on regular trips and recap the rules of staying safe while crossing.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their individual starting points. They gain good abilities to support their future learning. For example, they develop their early reading and writing skills as they write their names and recognise simple words and letters. Children are independent. For example, they are confident to choose their own play experiences.

## Setting details

<b>Unique reference number</b>	EY493468
<b>Local authority</b>	Kent
<b>Inspection number</b>	1026125
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	44
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Spiggly Limited
<b>Registered person unique reference number</b>	RP534224
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07517145731

Bidborough Village Nursery School registered in 2005. It is located in Tunbridge Wells, Kent. The nursery is open Monday to Friday from 9am until 3pm, term time only. The provider receives funding to provide free early education for children aged two and three years. The nursery employs four members of staff, all of whom hold a relevant early years qualification at level 3 or above. This includes one member of staff who is an early years teacher.

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