

# Sandhurst Nursery School

Rye Road, Sandhurst, Cranbrook, Kent TN18 5JE



<b>Inspection date</b>	11 October 2018
Previous inspection date	14 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Children enjoy their time at the nursery and progress well in their learning and development. Staff work in partnership with parents and other relevant professionals highly effectively to identify and meet each child's care and learning needs.
- Children make very good use of the exciting outdoor play area to explore, investigate and make discoveries. They develop good physical control and coordination as they climb, operate and steer wheeled vehicles, and run around with their friends.
- Staff support children to develop high levels of confidence and self-esteem. Children receive praise for their efforts as well as their achievements, which encourages them to persist with tasks until they succeed. For example, children carrying construction materials across the garden took care to balance their loads and patiently went back to retrieve items that they dropped.
- There are highly effective arrangements to support individual children and families as they prepare for the move from nursery on to school. For example, the manager and staff team take children to events at the school and alert teaching staff as early as possible to the unique needs of any child who may require additional support.
- The manager and staff team work very well together to provide a stimulating, positive learning environment and to identify ways to improve their service continually.

### It is not yet outstanding because:

- The large number of children who show an interest in the adult-planned activities sometimes makes it difficult for staff to include them all well. At these times, staff are unable to use their in-depth knowledge of each child's interests and abilities to extend their learning as fully as possible.
- Some staff are less confident than their colleagues in recognising when good opportunities arise to encourage children's language.

## What the setting needs to do to improve further

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

- enhance the careful planning of adult-led activities to offer the very best level of challenge more consistently to each child who wants to take part
- extend further the support for individual staff to refine their skills in promoting children's language.

### Inspection activities

- The inspector viewed all areas of the pre-school, and the resources available to support children's play and learning.
- The inspector spoke with the manager, staff and children at appropriate times.
- The inspector observed the interaction of staff and children, and undertook a joint observation of a planned activity with the manager.
- The inspector spoke to a number of parents to gain their views.
- The inspector looked at documentation, including a selection of children's developmental records, and key policies and procedures.

### Inspector

Liz Caluori

## Inspection findings

### Effectiveness of leadership and management is good

The manager has a clear vision for the nursery and is working very effectively with the staff team to embed a range of improvements. For example, all staff have embraced the new online system for assessing children's progress and planning for their future learning. Overall, staff receive good support from the manager to improve their skills and knowledge continually. They make good use of training to improve specific aspects of their practice. For example, all staff have a confident knowledge of up-to-date safeguarding legislation having recently completed online training. The manager has supported this well, using team meetings to check that all staff fully understand the revised safeguarding policy and procedures. Safeguarding is effective. The manager consults with parents and other professionals to ensure that she spends additional funding well to support the progress of individual children.

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

Children enthusiastically take part in the broad range of activities and experiences on offer. Overall, staff are skilled at building on children's interests to extend their learning. They allow children time and space to explore their own ideas. For example, they observe as a child playing outside concentrates well on gathering leaves and carefully brushes off the dirt ready to cook a 'pie' in the toy microwave. However, they are prompt to step in to support a child who needs to find the carriages for a train in order to continue their game. Children have very good creative opportunities. Staff display artwork prominently with captions using children's own words, celebrating their very individual and imaginative ideas. Children talk happily as they play and use their developing language well to express their views, ask questions and share jokes with their friends.

### Personal development, behaviour and welfare are good

Children respond positively to the friendly, caring interactions of staff. They behave well and develop good social skills. All children benefit from a great deal of freedom to play outdoors and learn how to dress appropriately for different weather conditions. Staff supervise children appropriately while allowing them to take carefully managed risks, such as using the climbing equipment with different degrees of physical challenge. Staff teach children about healthy eating and help them to understand the importance of following good personal hygiene routines.

### Outcomes for children are good

All children are happy, sociable and confident. They spend much of their time laughing and joking with staff and with their friends. For example, they have great fun as they bang drums, get messy mixing sand and water, and play together in the numerous role-play areas. Children are independent learners. They choose the activities they want to join in and approach staff for support when needed. Children are prepared well emotionally and academically for their future learning.

## Setting details

<b>Unique reference number</b>	EY331714
<b>Local authority</b>	Kent
<b>Inspection number</b>	10073645
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Sandhurst Nursery School Committee
<b>Registered person unique reference number</b>	RP911054
<b>Date of previous inspection</b>	14 March 2016
<b>Telephone number</b>	01580 850407

Sandhurst Nursery School registered in 2010. It operates from a self-contained building on the site of Sandhurst Primary School in Sandhurst, Kent. The nursery operates during school term times from 8am to 4pm. The nursery receives funding to provide free early education for children aged two, three and four years. There are seven members of staff, five of whom hold relevant qualifications from level 2 to level 5-early years foundation degree.

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