

# Bronte Nursery

21 Pelham Road, Gravesend, Kent DA11 0HU



<b>Inspection date</b>	23 October 2018
Previous inspection date	24 May 2016

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

- The management team is enthusiastic and ambitious. It has clear expectations which are shared effectively with staff. The team works well to develop and maintain the good quality of care and teaching standards.
- Children develop strong bonds with staff from the start. Staff are caring and sensitive to the children's needs and personal situations. They offer comfort and support to children and families when required. Parents comment on the 'happy and friendly' nursery environment.
- Staff have a good knowledge of children's interests and abilities. They use this knowledge effectively to create opportunities that enable children to develop and practise new skills. This helps children to develop good skills to support their future learning.
- Staff work well in partnership with parents and other professionals. For example, they actively seek guidance from specialists, which helps them to provide relevant support for individual children and their families.

### It is not yet outstanding because:

- Occasionally, staff do not give enough consideration to ways in which they can further support young children's emerging speech and language skills.
- At times, some staff do not consistently support children to develop their social skills further, such as good sharing and turn taking.
- The manager does not consistently identify and monitor gaps in the progress between groups of children, to take steps to close them more rapidly.

## What the setting needs to do to improve further

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

- focus more precisely on supporting children to develop their speech and language skills even further
- develop further opportunities to support children consistently to develop their social skills, such as sharing and turn taking in their play
- implement systems for tracking different groups of children fully so that any gaps in learning can be identified and addressed at the earliest opportunity.

### Inspection activities

- The inspector spoke with the manager and director, at different times throughout the inspection, to discuss practice and to invite them to complete a joint observation.
- The inspector spoke with children's key people and viewed individual children's developmental records.
- The inspector observed interactions between the staff and children, indoors and outdoors.
- The inspector gained feedback from parents and children, and considered their views.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team is committed to providing a safe environment for children. It works to ensure all staff have a good knowledge of current safeguarding issues and requirements, and the procedures to follow to record and report any concerns. This helps to ensure children are protected and kept safe. The management team monitors staff practice effectively. Staff are well supported to reflect on their skills and consider how these could be further developed. They attend regular training opportunities and work closely with other professionals. This helps them to implement positive changes to their practice. For example, using support and advice gained from a specialist teacher, staff have developed a deeper understanding of their role in supporting children's early reading skills. The management team works with the staff and parents, and welcomes feedback from other professionals. It uses this information to consider and evaluate aspects of the practice effectively.

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

Overall, staff are good teachers and they have a clear understanding of how children learn. They regularly observe children in their play and use these observations to plan exciting and challenging experiences. For example, young children experience a range of new and different textures as they use their hands to explore the inside of a pumpkin. They enthusiastically use simple tools to experiment with paint as they decorate the outside of the pumpkin. Staff recognise how and when to involve themselves in children's play, to extend their learning. For example, staff use a leaf-collecting activity to encourage older children to share their developing knowledge and understanding. Children show strong mathematical skills as they compare the size of leaves and talk about finding a 'little leaf' and the 'biggest one ever'. They show a good understanding of the world as they inform staff that 'in autumn leaves change to yellow and fall down'.

### Personal development, behaviour and welfare are good

The staff team maintains a welcoming and stimulating environment. The nursery is safe and secure, and staff supervise children well. Staff work well to ensure they embed effective two-way and regular communication with parents. They regularly share information and give relevant advice. For example, parents add observations of their children's achievements at home to their developmental records. This supports consistency in children's care and learning. Overall, children behave well and are supported effectively to consider how to keep themselves safe and healthy. For example, staff provide nutritious meals and snacks, encourage children to try new things and to drink water throughout the day.

### Outcomes for children are good

Children progress well and meet their individual targets. They are active and motivated learners. Children develop lifelong skills which support their independence and self-care. For example, young children show emerging coordination as they use safety knives to help carve a pumpkin. They copy staff actions and start to use a sawing action. Older children show good control as they accurately use cutlery at mealtimes.

## Setting details

<b>Unique reference number</b>	EY481166
<b>Local authority</b>	Kent
<b>Inspection number</b>	10081668
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Bronte School and Nursery Limited
<b>Registered person unique reference number</b>	RP533941
<b>Date of previous inspection</b>	24 May 2016
<b>Telephone number</b>	01474 355106

Bronte Nursery re-registered in 2015 under new ownership. The nursery opens Monday to Friday, from 7.30am until 6.30pm, for 51 weeks of the year. The provider employs 30 members of staff to work with the children. Of these, 20 staff hold relevant qualifications at levels 2 and above. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

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