

# New House Nursery School

9 New House Lane, Canterbury, Kent CT4 7BG



<b>Inspection date</b>	20 March 2019
Previous inspection date	25 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children are inquisitive and actively involved in their learning. They have an abundance of stimulating and vibrant experiences to choose from, which allows them to make very informed choices in their play.
- Children are extremely content and thoroughly enjoy their time at nursery. Children who are moving between rooms and those going onto formal education are incredibly well supported. The staff have established highly effective settling-in procedures that help to support children's emotional well-being.
- The provider and staff have an excellent understanding of how to safeguard and protect children. They carry out very thorough risk assessments on all areas the children use to help ensure children's safety and welfare. They effectively teach children how to identify and manage risks for themselves, such as encouraging children to think about and predict what will happen as they build their tall towers.
- Children make outstanding progress in their communication and language development. They have an array of opportunities to hear new words and extend their vocabulary. For example, staff talk to the younger children about the sticky green jelly, while older children identify letters in the environment, such as the 'v' shaped stick in the garden.
- Staff have formed extremely effective partnerships with parents. Parents are fully involved in all aspects of their child's care and learning. They receive regular detailed assessment reports and are informed on children's next steps, so that they can continue to support learning at home.

## What the setting needs to do to improve further

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

- build on the current procedures in place to ensure the progression that groups of children make is meticulously monitored to ensure outcomes for children remain at an outstanding level.

### Inspection activities

- The inspection was carried out following a risk assessment conducted by Ofsted.
- The inspector carried out a joint observation with the provider.
- The inspector sampled a range of documentation, including children's assessment records, risk assessments and staff's qualification certificates.
- The inspector had a tour of the nursery indoors and outside and held discussions with the provider about how they maintain children's safety and well-being.
- The inspector observed the interaction between staff and children and spoke to staff, children and parents to gain their views.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of leadership and management is outstanding

The provider is an inspirational leader who is passionate about providing children with the best possible care and learning opportunities. Safeguarding is effective. Staff have a detailed knowledge of the most current safeguarding procedures and know how to report concerns about children's welfare. The provider implements highly effective procedures to help ensure all staff are suitable and supported fully in their roles. The provider makes sure that staff continue their professional development. For example, staff attended a behaviour management course and use the knowledge gained to continually improve their already outstanding practice. Staff are extremely vigilant to ensure they maintain children's safety at all times. The provider meticulously monitors staff's assessments of children's development. This helps to make sure that any gaps in individual children's learning are addressed quickly. For example, they use additional funding very effectively to support children's social and emotional skills. The manager and staff have developed excellent relationships with a wealth of early years professionals to provide continuity of care.

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

Staff make precise use of targeted observations and assessments to enable them to offer children an inspiring and challenging environment. They plan innovative experiences that develop children's curiosity and problem-solving skills. For instance, older children work out which coloured buttons to press to talk to their friends and which to use to talk to staff when using the walkie talkies. Children experiment with a multitude of different resources. For instance, they enjoy learning to identify the herbs and leaves as they explore the textures and smells of the natural resources they are using to make bookmarks.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models who treat children with the utmost respect and care. Children's behaviour is exceptional; they use good manners and show care for their friends. Staff are incredibly skilled at supporting children as they learn to share and take turns. Children are developing an excellent understanding of healthy lifestyles. They benefit from healthy cooked meals that are prepared on site by the nursery cook. All children join together to play in the highly impressive outside area. Older children support the younger ones and encourage them to join in their games. For example, they make sure everyone puts on a hard hat before construction begins with the bricks and sand. Staff make very effective use of sign language and picture cards to ensure all children understand what is happening throughout the day.

### Outcomes for children are outstanding

All children, including those who speak English as an additional language, make outstanding progress from their starting points. Children are very enthusiastic to join in and learn the skills needed for their future. For instance, older children learn about life cycles and look at the tadpoles in the tank to identify which stage they are at. They are developing an excellent understanding of the world around them. Children are exceptionally well prepared for their future learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	127403
<b>Local authority</b>	Kent
<b>Inspection number</b>	10100685
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Hicks, Jane Lesley
<b>Registered person unique reference number</b>	RP906785
<b>Date of previous inspection</b>	25 September 2013
<b>Telephone number</b>	01227 765413

New House Nursery School registered in 2000 and is situated on the outskirts of Canterbury, Kent. It is open each weekday from 8am to 6pm for most of the year. The provider is registered to provide free early education for children aged two, three and four years. They employ 12 staff, of whom five hold a relevant early years qualification at level 3. Two members of staff hold a level 6 qualification and the provider holds a level 4 qualification.

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