

Fidgets Pre-School and Nursery

Lamberhurst Vineyard, Lamberhurst Down, Lamberhurst, Tunbridge Wells, Kent TN3 8ER



Inspection date	3 June 2019
Previous inspection date	10 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

This provision is good

- The manager is dedicated and ambitious. Her thorough evaluation of practice is driven by a desire to provide the very best care and education for all children. Views of staff and parents are actively sought to plan improvements across all areas of the nursery.
- The well-qualified staff plan creative and exciting activities in the expansive outdoor space. Children benefit from taking part in challenging games that develop their physical skills. Their confidence grows as they take risks and master new skills, such as scrambling over ropes or climbing trees.
- Children's progress is regularly monitored. Key strategies are swiftly put in place for those that may be falling behind their peers. As a result, all children make good progress in their learning.
- Staff plan stimulating activities that are based on what they know children like to do and their interests. They support them to gain new skills and knowledge, such as learning about birds' nests. However, sometimes staff do not extend children's learning. For example, staff do not notice opportunities to increase children's mathematical skills.
- Staff are attentive and responsive to all children's needs. For example, babies are comforted with cuddles and singing when they are tired or upset. Strong, nurturing relationships are formed between staff and children.
- Parents receive regular feedback about their children's learning in the nursery. However, current strategies for encouraging parents to engage in a two-way flow of communication between home and nursery are less successful.

What the setting needs to do to improve further

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

- enhance parent partnerships and provide further opportunities for parents to continue their children's learning at home and to contribute to assessments
- make the most of spontaneous interactions to extend children's skills and knowledge, particularly in mathematics.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider and spoke with all staff at appropriate times throughout the inspection.
- The inspector spoke with children and parents, and sampled parent questionnaires to help take account of their views.
- The inspector looked at a range of documentation, including records of children's progress, the nursery's self-evaluation and improvement plans, evidence of staff suitability, and policies and procedures.

Inspector

Alison Martin

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand how to recognise and respond quickly if they think a child is at risk of harm. Risk assessments, including effective supervision during activities, ensure the safety of all children. The manager and room leaders work well with other professionals to provide targeted support for those with special educational needs and/or disabilities or who speak English as an additional language. As a result, gaps in children's learning are reduced or rapidly closing. The manager ensures all staff receive regular training to develop their professional skills. For example, following training there are increased opportunities for children to learn outside.

Quality of teaching, learning and assessment is good

Staff know children very well. They carefully use their knowledge to develop and support all children to achieve their next steps in learning. Staff focus well on promoting children's language and communication skills. For instance, children listen carefully to one another as they take turns to speak about their favourite toy. Staff respond instantly when babies babble and point to indicate what they would like. Children demonstrate high levels of concentration and curiosity, such as when they search for bugs outside or investigate new ways of painting in the baby room. Children have a deep understanding of the natural world. For example, they learn to respect other living things, such as animals and plants, as they investigate natural habitats in the woods.

Personal development, behaviour and welfare are good

Staff maintain reassuring routines that meet children's emotional and physical needs well. For example, all children rest after they have eaten lunch to prepare them for a busy afternoon. Staff follow babies' routines from home in order to maintain continuity in their care. Children demonstrate high levels of perseverance and resilience. For instance, young children are proud of themselves when they succeed in climbing to the top of apparatus. Children are taught to keep themselves safe inside and outdoors. For example, before going on a walk, they know they must put on high visibility jackets and hold hands with a friend.

Outcomes for children are good

Children are independent and inquisitive learners. They ask probing questions and show interest in what is happening around them. They gain skills that will prepare them for their future learning, including school. For example, children practise their writing skills as they draw in the mud with sticks or use pens and paint. Older children start to recognise letters that start the names of familiar people, such as grandparents. Young babies demonstrate good physical skills as they climb up the steps of the slide or scoot about on ride-on toys. Friendships are formed as children develop their imaginations during role play or share conversations with one another about their lives.

Setting details

Unique reference number	EY371685
Local authority	Kent
Inspection number	10107664
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	61
Number of children on roll	118
Name of registered person	Fidgets Ltd
Registered person unique reference number	RP526286
Date of previous inspection	10 January 2013
Telephone number	07731323 334

Fidgets Pre-School and Nursery at Lamberhurst Vineyard in Tunbridge Wells registered in 2008. The nursery is open from Monday to Friday 8am to 6pm, all year round. It provides funded early education for two-, three- and four-year old children. There are 15 members of staff, of whom 11 hold appropriate early years qualifications from level 3 to level 6. One member of staff holds early years professional status.

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