

| | |
|--------------------------|------------------|
| Inspection date | 30 July 2019 |
| Previous inspection date | 12 November 2014 |

| 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 | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff establish outstanding relationships with children and get to know their individual personalities incredibly well. Children have an inspirational level of trust and security. They are extremely happy and have exceptional levels of well-being.
- Staff support all children, including those with special educational needs and/or disabilities. For example, they liaise closely with outside agencies, such as specialist teachers, to share helpful ideas and strategies to support all children to reach their full potential.
- The manager and staff evaluate their practice together well. They hold daily discussions to review how well the day's events interested children to learn. Staff use their findings to support their future activity plans. This helps keep children engaged in their learning.
- Children benefit from incredible opportunities to help them value and respect other people's similarities and differences in different communities from around the world. For example, staff teach children about the Bulgarian tradition of eating a special ring-shaped caked called 'kolaks' at Christmas.
- All children have good opportunities to develop their mathematical skills to support their future learning. Children enjoy games such as 'What's the time Mr Wolf?' and large domino games where they count and recognise numbers with confidence.
- Children have positive opportunities to be creative and freely express themselves. For example, they enjoy using paint in interesting ways, including making patterns with natural objects such as sticks, fir cones, pebbles, feathers and leaves.
- Staff do not consistently encourage older children to develop their skills and interest in writing to help prepare them for their future learning, including their eventual move to school.
- Staff do not make the most out of opportunities to include parents in their children's learning more extensively.

What the setting needs to do to improve further

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

- extend opportunities to develop children's interest and skills in writing, to support their future learning more extensively
- strengthen the already good partnerships with parents to help them share children's learning experiences from home more consistently.

Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the nursery.
- The inspector spoke to the manager, children, parents and staff and considered their views.
- The inspector carried out a joint observation with the manager.

Inspector
Kelly Hawkins

Inspection findings

Effectiveness of leadership and management is good

The manager closely monitors the quality of care and teaching staff provide for children. For instance, she completes regular observations of how they teach and interact with children and provides staff with helpful advice to support their future performance well. The manager and staff are keen to keep up to date with new early years information to build on their skills and knowledge even further. They attend regular training that benefits their practice. For example, they have learned about the variety of ways to interest children in exploring the world around them. Staff establish good partnerships with staff at other settings children also attend. They regularly share children's progress and achievements with them. This helps to provide children with a consistent approach to their shared care and learning experiences. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. This includes knowing who to contact to seek advice and follow up any concerns. Staff teach children how to be safe. For instance, during role-play activities, children learn how to cross the road safely.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor and track children's individual and specific group progress effectively. This enables them to quickly identify any gaps in their development and provide children with good support to catch up in their learning. All children develop excellent communication skills. For example, they are extremely excited to make up their own stories and share them with their friends. They bring them alive by using puppets and props with incredible levels of confidence. Staff help children to gain skills for future learning well overall. For example, they promote children's interest in reading. Older children recognise simple words with confidence. Staff build on children's interests well. For instance, children who are interested in space enjoy looking at and creating the different planets in the solar system.

Personal development, behaviour and welfare are outstanding

Children are extremely polite and their behaviour is impeccable. For instance, they ask to leave the table once they have finished eating. Children have outstanding opportunities to challenge themselves and gain more complicated physical skills. For example, they climb and balance on large obstacles, such as ladders and stilts. Children have excellent opportunities to understand the importance of healthy lifestyles. They engage daily in 'the brain train' where they exercise when they arrive, to get them focused for the day's activities.

Outcomes for children are good

Children of all ages make good progress. They are very independent to choose their own play and complete their own tasks. Children enjoy simple science experiments, such as making sock monsters that blow bubbles. They explore what happens when they mix bicarbonate of soda and vinegar with pipettes to make 'fizzy' mixtures. Children have good opportunities to explore the natural world. For example, during bird watching activities they differentiate between different types of birds, such as a robin and a pigeon.

Setting details

| | |
|--|---|
| Unique reference number | EY292410 |
| Local authority | Kent |
| Inspection number | 10108581 |
| 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 | 2 - 6 |
| Total number of places | 42 |
| Number of children on roll | 37 |
| Name of registered person | Hythe House Support Ltd |
| Registered person unique reference number | RP524863 |
| Date of previous inspection | 12 November 2014 |
| Telephone number | 01795 421995 |

Lyndhurst Nursery registered in 2004. It is located in Sittingbourne, Kent. The setting is open Monday to Friday from 8am to 5.30pm, all year around. It receives funding to provide free early education for children aged two, three and four years. The setting employs 11 members of staff, nine of whom hold a relevant early years qualification at level 2 and above. This includes one member of staff who has an early years degree at level 6 and one member of staff who holds early years professional status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

