

Inspection of Pembury School House Nursery

Lower Green Road, Pembury, Tunbridge Wells, Kent TN2 4EB

Inspection date: 25 September 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are incredibly confident and happy at the setting and they are enthralled in their learning. All staff are amazing role models. Children's behaviour is impeccable and they are incredibly polite. Children gain excellent levels of empathy and kindness. For example, they respect each other and their differences in preferred play. Children gain excellent physical well-being. For instance, they harvest their own highly interesting fruits and vegetables and prepare them for snacks, such as mango and butternut squash. Staff build on children's ideas and interests incredibly well. For example, children who were enthralled by the story of 'Jack and the Beanstalk' independently accessed seeds and equipment to plant their own 'beanstalks', bringing their fantasies alive. Children have outstanding opportunities to challenge their physical skills. They negotiate more complicated equipment with excellent confidence, such as climbing walls, cargo nets and rope swings. Staff expertly identify when children are communicating effectively and use these opportunities to further enhance their vocabulary. For example, staff observed children's confidence regarding their communication around animals, and they routinely added encounters with an extensive range of animals into the plans. Children are extremely happy to receive visits from 'Nelson' the dog and from their other favourite 'friends' such as hedgehogs, ducks and bearded dragons.

What does the early years setting do well and what does it need to do better?

- Staff establish inspirational relationships with children. They get to know children's individual personalities, routines and interests incredibly well. This helps to keep children enthused in fascinating and extremely motivating learning experiences. Children have outstanding levels of positive well-being and self-motivation and have an excellent sense of belonging.
- Staff build and maintain incredibly positive partnerships with parents and keep them extremely well informed and involved in their children's learning. They routinely share children's learning experiences and training workshops with them. For example, parents are invited into the setting to learn about children's speech and language development and attend specialist training such as autism awareness.
- The manager and staff establish extraordinarily good partnerships with staff at other settings children also attend. They provide children with an incredibly positive approach to their shared care and learning experiences. For instance, they share next steps in their learning and observe children together. The manager encourages other professionals to observe their practice and share ideas that they can implement into their setting to support children. For example, they have made a sensory den after a discussion that this supports children's development immensely.
- Staff have an excellent knowledge of the curriculum and provide children with

extremely enthralling and motivating learning experiences. Staff ensure that they expertly provide children with the skills they need to succeed. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make outstanding progress.

- All children are extremely confident to communicate their ideas. They have an extensive range of vocabulary and they speak fluently. Staff encourage children to learn and use new words. For instance, when children use the word 'big', they learn other words with the same meaning such as 'ginormous', 'enormous' and 'gigantic'.
- Children have outstanding opportunities to respect and understand other people's similarities and differences outside of their own communities. They learn about an extensive range of faiths, including Judaism and Buddhism. Children learn words in other languages, such as Bulgarian. They learn about the traditions of other countries, for example they celebrate the Bulgarian festival of roses.
- The extremely qualified, passionate and enthusiastic staff attend incredibly beneficial training to support them to build on their already impressive skills and knowledge. For example, they have learned about the different ways to help children take risks safely and to challenge them in the outdoors, such as introducing pond dipping experiences.
- The manager and staff evaluate their practice together exceptionally well. For example, they observe each other teach children daily and set highly challenging targets to enhance their performance even further. The manager closely monitors the consistency of care and teaching staff provide children. For instance, she holds daily evaluation meetings with all staff to discuss how well they fascinate children in their learning. They use the findings to add to their plans to help all children to have the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, know how to keep children safe and protect their welfare. This is because they have outstanding knowledge and understanding of the safeguarding and child protection policies that are in place. Staff know who to contact to seek additional advice and follow up any concerns. Staff teach children how to remain safe. For example, children are encouraged to take an active role in risk assessing their activities and environments. Staff encourage children to participate in activities that require excellent levels of maturity. Children use real tools, including saws and chisels, to build their own resources such as a bird house.

Setting details

Unique reference number	127440
Local authority	Kent
Inspection number	10108463
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	22
Number of children on roll	45
Name of registered person	Pembury School House Nursery
Registered person unique reference number	RP906902
Telephone number	01892 825580
Date of previous inspection	27 February 2015

Information about this early years setting

Pembury School House Nursery registered in 1992. It is located in Pembury in Tunbridge Wells, Kent. The setting is open Monday to Friday from 8.55am until 3.30pm, term time only. The setting receives funding to provide free early education for children aged three and four years. The setting employs nine members of staff, eight of whom hold a relevant early years qualification at level 2 or above. This includes one member of staff who holds a level 5 qualification, one member of staff who has a degree at level 6 and two members of staff who hold qualified teacher status.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector observed the staff interacting with children and carried out a learning walk with the manager. The inspector assessed the impact that interactions and learning opportunities have on children's learning.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector looked at written documentation, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager and deputy manager.

We carried out this inspection 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.

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