

Inspection of Little Cottage Nursery School

71a St. John's Road, TUNBRIDGE WELLS, Kent TN4 9TT

Inspection date: 2 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The nursery is an enjoyable and creative place to learn. Children smile and laugh as they enjoy music-and-movement sessions, for instance, where they practise their listening and concentration skills. Staff create a positive environment for children to play in. They praise children effectively and act as good role models, such as consistently using 'please' and 'thank you'. Children feel secure, happy and safe. Children particularly enjoy outdoor play, for example, confidently running to coloured spots on the ground as part of a matching activity. Children focus for extended periods of time and display a positive attitude towards learning. For instance, children delight as they explore a scientific ice-experiment activity to help develop an understanding of how different-coloured liquids mix together. This supports early mathematics, such as comparing the volume of liquid in containers.

Staff have high expectations for all children. Staff provide a broad and balanced curriculum that meets the children's individual needs. They draw on their knowledge of child development to plan age-appropriate activities and adapt these when teaching if children find the learning difficult. For example, staff sensitively change how they deliver a parachute activity as children find using two colours tricky. Children are motivated learners and persevere with activities. For instance, children eagerly rebuild a marble run as it keeps falling over.

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

- The keen manager works closely with her staff to evaluate the quality of the nursery to ensure children are offered good care and education. For instance, the manager is seeking ways to provide additional speech and language training for her staff. This will ensure staff can provide even better support for children with speech delay.
- The manager is clear of the curriculum intent and what she wants children to learn across the seven areas of learning. Planning supports children's interests. However, staff do not always build on what children already know and can do.
- The manager holds regular supervision sessions with her staff to identify any areas for development and to support any training requirements. For example, recent training has supported staff's knowledge on how to use phonics in play to support their future learning.
- Parents speak highly of the nursery and talk about how staff 'get to know the children on an individual basis'. The manager values parents' opinions and uses feedback to develop the nursery.
- The special educational needs and/or disabilities coordinator (SENDCO) strives to provide early intervention to close any gaps in children's learning. She works well with outside professionals to ensure they offer focused support. The SENDCO has created strong links with the local feeder school teachers, for

instance, to support children to make a smooth transition to school.

- Children are confident learners and behaviour is consistently good. Children happily share toys and play cooperatively, for instance, as they welcome staff into their play.
- Children listen intently during well-presented, interesting stories. Children learn valuable speaking, listening and recall skills as staff use engaging voices and ask questions about what they are reading.
- Children are supported to develop their self-care skills. For example, children are reminded to wash their dirty hands after art and craft activities. However, staff do not consistently support children to manage tasks for themselves, to help develop their independence.
- Staff provide the children with daily outings. As children walk to the local park, they learn how to keep themselves safe. For instance, staff teach them to 'stop, look and listen' as they cross roads. This supports children to evaluate risk. Staff help children to identify details in their local environment, making links in their learning. For instance, children point out shapes that they can see in the floor tiles outside houses.
- Teaching is good. Staff demonstrate activities well to help children to master new skills. They promote children's communication and language skills through singing songs and by encouraging children to offer thoughts and opinions. However, staff in their enthusiasm to teach do not always give children time to respond to questions.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about the possible signs of abuse and neglect and their responsibilities to protect children. They know the correct procedures to follow if they have any concerns about a child's welfare. Additionally, staff know the procedures to follow should they have a concern about a member of staff. The manager and staff use thorough risk assessments to ensure a safe environment, both indoors and on trips off site.

What does the setting need to do to improve?

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

- staff to use their observations more precisely to offer greater challenge by building on what children already know and can do
- seek ways to give children even more opportunities to be independent in their learning
- give more time for children to think about and formulate their own responses to questions.

Setting details

Unique reference number	EY550254
Local authority	Kent
Inspection number	10123475
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	3 to 4
Total number of places	24
Number of children on roll	20
Name of registered person	Little Cottage Nursery School Limited
Registered person unique reference number	RP550252
Telephone number	07702 180487
Date of previous inspection	Not applicable

Information about this early years setting

Little Cottage Nursery School registered in 2017. The nursery opens from 8am to 4.30pm, Monday to Friday, during term times only. It is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs five staff; of these, two staff hold qualified teacher status, two staff are qualified at level 6 and two staff have a qualification at level 3.

Information about this inspection

Inspector

Adam Hawes

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The manager, staff and parents held discussions during the inspection.
- The inspector reviewed relevant documentation, staff's qualifications and policies used by the setting.
- The manager and the inspector carried out a joint observation.
- During a learning walk the inspector and the manager discussed how the early years provision was organised and how the manager plans the curriculum and experiences for children.

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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