

Inspection of Manor House Kindergarten Nursery

Quex Park Estate, Park Lane, Birchington, Kent CT7 0BH

Inspection date: 17 December 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

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are incredibly confident, independent and happy. The learning experiences are extremely stimulating. Children predominately use the outdoor area and are fascinated in activities, such as baking bread in the clay oven and woodwork activities. Staff do their utmost to ensure that the learning environments are incredibly safe and secure. Children's behaviour is impeccable and there are incredibly polite. They have excellent levels of empathy and kindness. For example, they respect wildlife and living things. Children are ecstatic to attend to the wide range of the animals at the farm and enjoy taking a goat for a walk around their setting.

Children gain an excellent understanding of the importance of healthy lifestyles. For instance, they discuss the impact of exercise on their bodies. They feel their pulses and heartbeats before and after exercise, such as when they engage in yoga. Children have outstanding opportunities to challenge their physical skills. They negotiate more-complicated equipment with excellent confidence, such as large tractor tyres, stacked crates and zip wires. Staff enthusiastically build on children's ideas incredibly well. For example, children visit a museum to learn about more-complicated concepts, when exploring growth and decay. Children have incredibly good opportunities to be creative. For instance, they make their own resources, for example they build fences with logs, make hedgehog houses, and use wood and tools to make coasters and bracelets. Staff use additional funding effectively to meet the individual learning needs of children. For example, they provide more individual time to build up children's confidence and social skills.

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

- Staff establish incredibly positive relationships with children. They get to know their individual personalities and interests exceptionally well. All children have an outstanding sense of belonging and excellent levels of self-worth and self-motivation.
- The manager and staff establish incredibly positive partnership with parents and keep them exceptionally well informed in their children's learning. They routinely share children's learning experiences with parents. For example, they are invited to learn about campfire activities. Staff routinely share training with parents, such as ideas on how to support children to learn about letters and sounds.
- Staff have an outstanding knowledge of the curriculum that they implement. This includes all seven areas of learning. Staff are highly experienced and qualified. They are incredibly passionate and enthusiastic. Staff ensure that they skilfully provide children with the skills they need to succeed. This includes children who speak English as an additional language and those with special educational needs and/or disabilities, who make outstanding progress.

- All children are extremely confident to communicate their ideas. They have an extensive range of vocabulary and learn new words. For instance, children are encouraged to think about other words that could mean 'big', such as 'ginormous' and 'enormous'. Children speak fluently and are keen to make up new lyrics and sing, and excitedly share these with their friends.
- Children have outstanding opportunities to respect and understand other people's similarities and differences. Children learn about an extensive range of traditions of other countries and cultures, such as when they create their own light show to celebrate Diwali. Children learn nursery rhymes in an extensive range of languages, such as Swedish, German, French and Hungarian.
- All staff evaluate their practice together exceptionally well. They regularly observe each other teaching and from this they set highly challenging targets to meet to enhance their performance. The manager closely monitors the consistency of care and teaching staff provide children. For instance, she holds daily evaluation meetings to discuss how well they engaged children in their learning experiences. Staff include the children and ask them daily what they have learned from the activities that they have participated in. The manager and 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 support all children and their individual needs as they have attended a children's mental health awareness course.
- The manager and staff establish extraordinarily good partnerships with staff at other settings children also attend. They provide children with an amazingly positive approach to their shared care and learning experiences. For instance, they visit other settings, share next steps in children's learning and observe children together with staff at settings where children also attend. They invite in other professionals to observe their practice and share helpful ideas and strategies. This helps them to support all children to make exceptional progress in their communication.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an outstanding knowledge and understanding of the safeguarding and child protection policies. They know how to help keep children safe and protect their welfare. This includes knowing who to contact to report 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 challenging activities. For example, when children use the fire pit, they are extremely confident to recall the rules. Children highlight risks with excellent independence. For instance, they paint any potential trip hazards red, such as hidden tree stumps, to warn others of its existence. Children know the boundaries and how to use the highly challenging equipment, such as an axe during woodwork activities, incredibly safely.

Setting details

Unique reference number	EY551890
Local authority	Kent
Inspection number	10127000
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 to 4
Total number of places	30
Number of children on roll	43
Name of registered person	Manor House Kindergarten Ltd
Registered person unique reference number	RP551889
Telephone number	01843 227764
Date of previous inspection	Not applicable

Information about this early years setting

Manor House Kindergarten Nursery registered in 2016. It is located in Birchington, Kent. The setting is open Monday to Friday from 8.30am until 4pm, term time only. The setting receives funding to provide free early education for children age two, three and four years. This is a forest-school nursery. All seven staff are forest-school trained between levels 1 and 4. The setting employs seven members of staff, six of whom hold relevant early years qualification at level 3 or above. This includes one member of staff who holds an early years degree at level 6 and one member of staff who has qualified teachers 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 of the interaction and learning opportunities have on children's learning and development.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed 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 manager and the inspector carried out a joint observation of a campfire activity.

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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