

Inspection of The Nursery At Canterbury College

Canterbury College, New Dover Road, CANTERBURY, Kent CT1 3AJ

Inspection date: 10 June 2021

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

Children are happy, settled and confident at the inviting nursery. They all eagerly join in the activities that are skilfully planned to reflect their individual learning needs. For instance, they grow herbs including rosemary and mint. They mix them with water and herbal tea to make 'potions' that engage their senses. Children independently complete tasks such as putting on their art aprons. Children learn about the importance of healthy eating. They grow produce, such as carrots, which they prepare and eat at snack time. All children develop good physical skills. Younger children use age-appropriate climbing equipment confidently. Older children explore different ways that they can move their bodies, such as doing star jumps and tuck jumps. Children develop good early mathematical skills to support their future learning. Younger children count ducks as they enjoy water play and older children 'catch' numbered fish. They recognise the numbers with confidence. Children explore the natural world. They excitedly look for any insects that may be visiting their bug house and enjoy regular digging and planting activities. Staff use additional funding effectively to meet the individual learning needs of children. For example, they have purchased a summer house to support children's communication skills through their interest in role play.

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

- Staff know each child well and target support to help them reach their full potential. This helps them to gain children's trust and maintain good secure relationships. Children have a good sense of belonging and positive levels of well-being. They enjoy the company of staff. For example, they are excited to paint the staff's nails at their 'nail bar'. Staff sensitively address gender stereotyping. For instance, they skilfully include boys, who show an interest in painting nails but are initially reluctant to join in.
- All staff have recently completed training on how to effectively support children who speak English as an additional language. They show that they have a good understanding of what they have learned, such as by using pictures alongside speech to support children's understanding. For example, staff use simple words with children in their home language, such as 'toilet' in Romanian. All children respond well to staff. They understand and follow instructions. Children respect and understand each other's differences and similarities, including the languages they speak.
- Staff teach children the rules of the nursery and are positive role models. Children are polite and behave well and play well together. For instance, two children 'perform' their dance on a stage. Overall, all children remain engaged in their play and learning opportunities. However, at times, the organisation of the session is not planned well. For example, when a member of staff changes the nappy of a child playing outside, all children have to come indoors. This briefly

disrupts their play and learning.

- All staff establish positive and honest relationships with parents. They share information about children's achievements and activities that they have engaged in daily. Staff communicate well with parents and this helps them feel well informed and involved in their children's learning.
- The manager closely monitors the good quality of education and care that staff provide. She regularly observes staff teaching children and gives them helpful feedback to support their future performance. Staff review the activities they provide and evaluate how well they engaged children. They consider what they will do to extend children's interest and learning next time.
- Staff have worked hard as a team to ensure that the setting is hygienic and safe and, overall, have achieved this. However, they do not consistently reinforce children's understanding of following good hygiene rules, such as wiping their nose.
- Staff attend regular and beneficial training. They have recently learned about the different ways to communicate with children. Staff support children to develop good communication skills. For instance, they ask older children thought provoking questions and regularly sing songs with the babies.
- All children have good opportunities to be creative and learn different ways to make marks. For example, they enjoy water colour painting and explore what patterns they can make by rolling eggs in paint.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of safeguarding and child protection. This includes knowing who to contact to seek advice or follow up concerns. All staff have completed safeguarding training and discuss safeguarding in every team meeting. Staff complete detailed risk assessments to help keep children safe. This includes covering how they minimise the risk of COVID19 (coronavirus). For instance, deep cleaning of resources is thorough and close monitoring of any children's illness is a priority. Children know how to keep themselves safe in an emergency. For example, they routinely practise evacuating the building quickly and calmly.

What does the setting need to do to improve?

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

- review and improve the deployment of staff working with the youngest children to minimise disruption in children's play during activities
- encourage staff to be more consistent in supporting children to learn about the importance of good personal hygiene routines.

Setting details

Unique reference number	2503414
Local authority	Kent
Inspection number	10194403
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	42
Number of children on roll	67
Name of registered person	The EKC Group
Registered person unique reference number	RP533790
Telephone number	01227 811108
Date of previous inspection	Not applicable

Information about this early years setting

The Nursery At Canterbury College registered in 2018. It is located in Canterbury, Kent. The setting is open Monday to Friday from 8am until 6pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 10 members of staff, eight of whom hold relevant early years qualification at level 2 or above. This includes one member of staff who holds early years professional status at level 6.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the setting has received since the COVID19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and has taken this into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of staffs' interactions with children and the learning opportunities they provide.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation on a small group activity in the pre-school room.

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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