

Inspection of Petham Village Hall

Church Lane, Petham, Kent CT4 5RD

Inspection date: 29 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 confident, happy and settled at the nursery. They enjoy the challenging and interesting activities that staff plan for them. For example, children learned about travel to Italy. They made pizza and turned their bicycles into pizza delivery vehicles. Children develop good communication skills and learn new words and their meanings. For instance, during their bicycle repair role play, they talked about punctures and handlebars. Children have good social skills, and they are kind and caring to their friends. They help each other complete tasks, such as finding the final piece to enable them to complete a puzzle. Children behave well, and they are polite. They follow the rules of the nursery confidently. Children learn about the importance of healthy lifestyles. They follow good hygiene routines and talk about healthy choices at snack time. There are lots of opportunities for children to respect and to understand others, including the countries people are from and the languages they speak. For example, they taste Russian stew and learn the nursery's welcome song in Russian. Staff use additional funding effectively to meet the individual learning needs of children. For example, they have arranged for a music teacher to visit the nursery, to enhance children's communication and language development.

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

- Staff know each child and their individual personalities well. They establish a secure and trusting relationship with children, who have a good sense of belonging and a positive well-being. Overall, children engage in their learning experiences. However, at times, staff do not recognise when younger children lose interest in a large-group activity. For example, during a lengthy circle time, younger children became fidgety and lost some interest. This became slightly distracting to the older children, who were enjoying the activity.
- All staff communicate well with parents and keep them well involved in and informed about their children's achievements and the progress their children make. For example, staff regularly provide photographs of what children have enjoyed at the nursery. They share activity ideas and resources for parents to enjoy at home with their children, such as a storybook that their child has shown an interest in.
- The managers closely monitor the good quality of education and of care that staff provide. They routinely observe staff teaching children and provide helpful feedback to support their future performance. Staff make good use of regular training. They have recently learned about the different ways in which children learn. Staff are encouraged to carry out independent reading and research. They read books and share new ideas with colleagues, such as a new craft or an outdoor activity. This helps them to plan new learning opportunities to interest and to motivate children to make good progress.

- Staff support children to develop good physical skills. Children climb and balance on equipment, such as tyres and crates, and learn new skills. For example, they explore different ways to move their body and negotiate space during dance activities. This includes twirling around, jumping and moving their bodies in a fast and then a slow rhythm.
- All children, including those with special educational needs and/or disabilities (SEND) are well supported by staff to make good progress. Staff create new environments to support children. There is an area to encourage children to take some time to calm down, if they become overwhelmed. Staff liaise closely with outside agencies, to share helpful strategies and ideas to support children. This includes using pictures, such as of a snack and of a toilet, to help children who need support to communicate their feelings and needs.
- Overall, staff support children to develop skills to support their future learning well. For example, children use alphabet cutters at the play dough table to create their name. Children count and enjoy number songs. However, staff do not effectively build on children's interest in mathematics to extend their learning. For example, when children build with blocks, they count and talk about size, but this is not identified by staff.

Safeguarding

The arrangements for safeguarding are effective.

The managers and the staff have a good knowledge and understanding of safeguarding and child protection. They know who to contact to seek advice and to follow up any potential concerns. The managers talk about safeguarding at each team meeting and individual staff meetings, to ensure staff maintain a good knowledge and understanding. Staff complete detailed risk assessments to help keep children safe. This includes practice to minimise the risk of COVID-19 (coronavirus). Children take part in challenging activities that require them to manage risk safety. For example, they use the tyre swing with confidence after having sought support from staff to use a soft-landing mat.

What does the setting need to do to improve?

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

- manage group activities more effectively to ensure younger children remain fully engaged in their learning opportunities
- support staff to further extend children's interest in mathematics.

Setting details

Unique reference number	2500393
Local authority	Kent
Inspection number	10191537
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 at time of inspection	1 to 11
Total number of places	24
Number of children on roll	50
Name of registered person	Petham Village Nursery Ltd
Registered person unique reference number	2500392
Telephone number	01227 700187
Date of previous inspection	Not applicable

Information about this early years setting

Petham Village Hall Nursery registered in 2018. It is located in Petham, Ashford in Kent. The setting employs 10 members of childcare staff, eight of whom hold relevant early years qualification at level 2 and above. This includes one member of staff who has qualified teachers status. The setting opens from Monday to Friday, term time. Sessions are from 9am until 3pm, offering a breakfast club from 7.45am until 9am and an afterschool club from 3pm until 5.30pm. During the school holidays, the setting opens from 9am to 3pm, Monday to Friday. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and staff and has taken this into account in her evaluation of the setting.
- The inspector carried out a learning walk with one of the managers. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and the outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- At convenient times during the inspection, the inspector spoke to the managers, the children, the parents and the staff, and considered their views.
- The inspector carried out a joint observation with the manager on a large circle-time 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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