

Inspection of Benjamin Rabbit Nursery

18 New Road Avenue, Chatham ME4 6BA

Inspection date: 22 July 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and ready to learn. Parents leave children at the door as they are not allowed into the nursery due to the COVID-19 (coronavirus) pandemic restrictions. Once inside, staff take children downstairs to their room. Children who are unsure about coming into the nursery soon feel at ease. They join in the activities with their friends, due to the effective support provided by staff.

Children with special educational needs and/or disabilities (SEND) have time to explore the environment and activities at their own pace. They freely access the whole environment and the resources they require. Children have the opportunity to build their physical strength and develop their coordination. For example, in the garden children take their time and practise rolling car tyres to each other. Staff have high expectations of all children and those who find this challenging are encouraged and supported well.

Children behave well. They are taught to respect each other's needs. For example, children wait patiently for others who may need more time to wash hands, serve their own food or to go outside. They do not rush each other and they help those that need it. For example, children hold the door open for others when going outside.

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

- Leaders have high expectations of the staff. They provide an inclusive environment for all children and value every child's uniqueness. They work in partnership with external agencies to make sure all children are well supported. Adaptations are made to benefit children with SEND. As a result, children are making good progress to move on to the next stage in their learning.
- Staff understand what they want children to learn. They follow children's interests and support them in a way that is appropriate to their level of development. For example, young children enjoy looking at books and are beginning to imitate animal sounds. Staff repeat the animal names and children attempt to say them back. Staff encourage children to develop their communication skills. For example, they sing nursery rhymes, such as 'Row the boat', and give children eye contact when doing this.
- Older children are learning about numbers and how to form the letters of their name. They sit attentively while staff support them to practise their pencil control. Those who do not want to practise their writing skills join smaller groups and play board games. Children take turns while learning about their numbers as they roll dice and count the dots.
- Staff support older children to form relationships with each other as part of their curriculum. For example, they encourage children to work together to stack

dominos in a line before they knock them down. Staff encourage children to develop their mathematical skills. For example, they help children to count the dominos as they fall down.

- Leaders give staff regular supervision and the opportunity to discuss any concerns they have. Staff feel well supported. However, they are not always clear about areas of weakness and how to improve their practice. As a result, staff do not widen their practice and miss opportunities to extend children's learning further. They are not always meeting children's needs as best as they could.
- Parents are kept informed about what their children are learning and the progress they are making. They are aware of any areas of children's development where they may need more support. For example, parents are aware of additional support provided to children to help them to feel secure. Staff give children the time they need to feel ready to engage with others and are responsive to their needs.
- Children have a positive attitude towards learning. For example, they enjoy playing with water while outside and show excitement as they explore this with their friends. Children take note of the environment around them and encourage others to do so. For example, children stop their play to look at a butterfly in the garden. They stop others to look at it and comment on the colours.

Safeguarding

The arrangements for safeguarding are effective.

Leaders demonstrate they understand their role as designated safeguarding leads for the nursery and attend relevant training to keep their knowledge updated. Staff understand the nursery's safeguarding procedure and how to identify signs of abuse. They know what to do if they have concerns about the welfare of a child and how to report safeguarding concerns to relevant agencies. Staff follow the risk assessments that are in place and encourage children to manage their own risk. For example, children are taught to be careful when climbing. Children are supported by staff when taking risks to ensure their safety.

What does the setting need to do to improve?

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

- enhance monitoring of staff practice to ensure that teaching is having the best positive impact on children's development.

Setting details

Unique reference number	EY477957
Local authority	Medway
Inspection number	10197633
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	0 to 4
Total number of places	72
Number of children on roll	110
Name of registered person	YMCW Nursery Limited
Registered person unique reference number	RP533711
Telephone number	01634786500
Date of previous inspection	26 March 2019

Information about this early years setting

Benjamin Rabbit Nursery registered in 2014. It is located in Chatham, Kent. The setting is open Monday to Friday from 7.30am to 6.30pm, all year around. It receives early education funding for children aged two, three and four years old. The setting employs 16 members of staff. This includes one member of staff who is a qualified teacher, 12 staff with an early years qualification at level 2 or above and three members of staff who are unqualified.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector sampled documentation, such as staff supervision forms, first-aid certificates, and children's information.
- The manager and the inspector took part in a learning walk at the start of the inspection to find out what they intend children to learn and how staff implement the curriculum.
- The inspector and the manager carried out a joint observation to find out how the manager evaluates the teaching and how they promote professional development.
- The inspector spoke to staff and children throughout the inspection and gained the views of parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021