

# Inspection of Green Cave Nursery

10 Vale Road, Tunbridge Wells, Kent TN1 1BP

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Inspection date: 4 August 2021

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are warmly greeted by nurturing staff, with whom they have formed strong bonds. Older children quickly settle at activities while babies smile happily as they enjoy a cuddle at the start of the day. During the COVID-19 (coronavirus) pandemic, parents could not come into the nursery. The manager has worked closely with them during this time. Parents praise staff highly as they comment on how reassured they have been about their children's well-being and care.

Staff have high expectations for children's behaviour and act as good role models for them. Children's positive and respectful behaviour is a delight to see. Older children form good friendships as they cooperate and work together in small groups. Staff follow babies' routines from home to maintain continuity in their care. They step in quickly and appropriately to support babies emotional and physical needs.

Children demonstrate a strong motivation to learn. For example, during a walk they become interested in the different types of leaves they find in the woods. They confidently use a book to identify the trees they come from and later use the leaves in their artwork. Babies delight in exploring the texture of sand or discovering reflections in the sensory bottles.

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

- The dedicated and ambitious manager and her deputy work hard to create a nurturing and welcoming environment. They use the views of parents, children and staff to accurately evaluate their practice. For example, during the short time they have been leading the nursery, they have made significant changes to improve personal plans for children with special educational needs and/or disabilities. This helps to prevent children from falling behind in their learning.
- Children develop good communication and language skills. Staff confidently sing with babies, using signing to help them join in and learn new words. Older children relax as they share books with staff who read their favourite stories. Children ask questions and point out details in the pictures as they recognise familiar parts of the story.
- Staff provide interesting and stimulating activities planned around what they know children can do and their interests. They sequence learning so children gain the skills they need to move on. For example, staff encourage babies to pull up to standing to strengthen muscles and improve balance for walking. Older children use chalkboards for drawing as they develop the skills needed for writing. However, on some occasions, staff do not extend children's learning further, such as by developing their thinking during conversations or expanding their knowledge.

- Staff feel very supported by the manager and comment on how their well-being is important to her. They take part in regular supervision meetings, where they plan additional support or training to develop their practice.
- Children demonstrate good independence skills. For example, before going on a walk they put on their own coats and reflective jackets. Babies confidently use a spoon to feed themselves at lunchtime. Staff encourage children to persevere with specific praise and encouragement.
- Children enjoy daily walks in the nearby woods and parks. Here, they have opportunities to run and exercise. They challenge their skills as they climb and balance along low tree branches. Indoors, children enjoy climbing, sliding and balancing on the climbing frame. There is space for babies to crawl, push dolls' prams and run around to practise their physical skills.
- The nursery reflects its diverse community. This provides children with a rich environment to learn about their similarities and differences. However, some staff are unsure what languages children speak at home or the cultural or religious festivals they celebrate. Children who speak English as an additional language are developing a good command of English, although they are not supported to use their home language in their play and learning.
- Staff provide sensory activities to support children's curiosity and exploration. Children learn to recognise and name herbs, such as rosemary and lavender, as they make scented potions. Babies enjoy feeling the texture of sand and play dough.
- Staff support children to understand some mathematical language and numbers. For instance, children recognise patterns and demonstrate good counting skills as they play dominoes together.
- Parents praise the good communication they have with staff. They know how to share key information about their child's learning and development with staff. During the COVID-19 pandemic they have felt supported by staff and connected to the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager makes sure all staff regularly update their knowledge of child protection. They understand how to follow the nursery's policies and procedures for safeguarding. For example, staff know how to identify potential signs of abuse and the procedures to report concerns about a child's welfare. They are aware of wider safeguarding issues, such as protecting children from extreme views. The manager has a robust recruitment procedure in place to ensure children are safe. She shares accurate and timely reports with other professionals, such as social workers, to ensure children's safety. Children learn to keep themselves safe, such as when they cross the roads when out for walks.

## **What does the setting need to do to improve?**

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

- ensure there is consistency in staff interactions with children to better challenge children's thinking, explore ideas and extend their learning experiences
- enhance staff understanding of children's cultural backgrounds and languages spoken at home, and support children's use of their home language in their play and learning.

## Setting details

<b>Unique reference number</b>	2519666
<b>Local authority</b>	Kent
<b>Inspection number</b>	10191855
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	Green Cave Daycare Limited
<b>Registered person unique reference number</b>	2519665
<b>Telephone number</b>	01892800033
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Green Cave Nursery registered in 2019. It operates from the Old Post Office, in Tunbridge Wells, Kent. It opens Monday to Friday, from 7.30am until 6.30pm, all year round. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at levels 3 to level 6, including one with early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alison Martin

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching and the impact this has on children's learning indoors and during a walk outside.
- The inspector conducted a joint observation with the manager and deputy manager.
- The inspector held meetings with the manager and the deputy, and spoke with staff and children at appropriate times throughout the inspection.
- The manager spoke about the curriculum and resources during a learning walk with the inspector.
- Parents spoke with the inspector who took their views into account.

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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