

Inspection of Oyster Bay Nursery

Joy Lane Primary School, Joy Lane, Whitstable CT5 4LT

Inspection date: 23 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 extremely happy and confident as they explore and play. Children access all areas of learning through a range of carefully planned activities and staff interact with children during their chosen play. Staff have good expectations for every child. This helps to prepare children with the necessary skills and knowledge for later learning.

Children access an environment that sparks their curiosity and enjoyment. They develop excellent independence skills. Staff consistently encourage children to try to do things for themselves. As a result, children develop confidence in making decisions and they master new skills quickly. Staff provide an exciting outdoor space that enriches children's enjoyment of the natural world. They plan plenty of opportunities for children to develop their excellent physical skills even further. For example, children learn to swim and regularly explore the on-site forest school. Babies and toddlers learn to climb, balance and use a range of ride-on toys and bicycles.

There are clear and consistent expectations, reinforced by staff in a kind and respectful way. As a result, children's behaviour is exemplary. Children show high levels of respect for each other and towards adults. Children automatically say please and thank you. The youngest children are happy to wait their turn to share resources for songs and rhymes. Older children willingly let other children enter their already established play, happy to discuss what they are doing and to share resources.

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

- Children are inquisitive and enjoy exploring. For example, in the garden children are excited to mix different herbs and plants. Staff help them to learn about the features of lavender and what it can be used for. They thoroughly enjoy finding and collecting different plants that they have nurtured carefully in the allotment. Babies receive incredibly warm, caring interactions from the kind, nurturing staff. These help them to feel secure and settled. For example, they sing and smile together as they explore new textures and materials.
- The staff team are supported very well by a strong and dedicated senior management team, led by the headteacher of the adjoining primary school. Together, they have a strong vision for the nursery and reflect continuously on how they can improve. For example, opportunities for children and babies to develop their early reading and literacy skills have been enhanced.
- Parents are very complimentary about the nursery. They praise the support given by management and staff throughout the time when national restrictions were in place. In particular, parents talk of the 'fantastic online support' and

home learning packs. Some children endured long absences during the COVID-19 (coronavirus) pandemic. When children returned, their emotional well-being was a clear focus for staff. Staff are extremely sensitive to children's emotional needs and take swift action to ensure children feel positive, secure and content.

- Leaders and staff establish effective partnerships with other agencies involved with children and their families. For instance, staff use information which has been shared by other professionals in their plans to support children who have special educational needs and/or disabilities. This helps to close any gaps in children's development.
- There are effective procedures in place to help children to settle in at the nursery. Staff obtain important information about children and work with parents to establish their starting points. This helps them to plan initial learning opportunities. Staff make effective use of observation and assessment. This helps them to identify when gaps are emerging in children's learning. For example, they plan purposeful opportunities for children and babies to make more rapid progress in their mathematical development. Children learn to count conkers and pieces of fruit, as well as identify numbers and shapes within the environment. Babies learn to understand positional language and concepts such as more or less.
- Staff give a clear focus to promoting children's communication and inclusion. Staff actively encourage children's discussion. However, at times, staff miss opportunities to extend on children's knowledge and understanding as well as possible during activities. For instance, when children didn't recognise conkers during a counting activity.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent and secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extremist views. The management team and staff ensure that the premises are secure at all times and any potential hazards to children's safety are identified and minimised. Robust policies and regular staff training strengthen all aspects of safeguarding practice. Risk assessments and policies were updated to take in necessary extra measures put in place due to COVID-19.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to consistently develop and extend children's knowledge during planned activities.

Setting details

Unique reference number	EY554428
Local authority	Kent
Inspection number	10174557
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	40
Number of children on roll	71
Name of registered person	Joy Lane Primary School Governing Body
Registered person unique reference number	RP554427
Telephone number	01227261430
Date of previous inspection	Not applicable

Information about this early years setting

Oyster Bay Nursery was established in 2009 and re-registered in 2017 to include the provision of babies. It is located in Whitstable, Kent. The nursery is open Monday to Friday from 7.30am to 5.30pm, term time only. The setting employs 12 staff, four of whom have qualified teacher status, one level 6, four level 4 and two level 2. The nursery receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The Inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation of the provider.
- The inspector was given a tour of the nursery and carried out a learning walk to discuss the curriculum.
- The early years manager and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The views and opinions of the staff, children and parents were taken into account during the inspection.
- The inspector observed children's play, indoors and outside, and assessed the impact of staff teaching.
- The inspector sampled some of the setting's documentation, including staff suitability records.

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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