

Inspection of Oaklands Nursery

8 Brook Street, Tonbridge, Kent TN9 2PJ

Inspection date: 10 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children of all ages are happy, confident and independent at the nursery. They are enthusiastic to join in with motivating activities that staff carefully plan for them. Staff have a high expectation of all children and plan challenging experiences that children thoroughly enjoy. For example, children excitedly visit a nearby building site to watch the diggers. They revisit the site regularly to observe the progress of work the diggers are making. Children draw the diggers and research the names of different types of diggers. Younger children engage in making marks in different ways. For instance, they lay on the floor and draw on paper stuck on the underneath of the table.

Children build meaningful friendships and happily play together. They are kind and respectful. For example, they are patient with their friends and help each other to complete tasks. All children are polite and behave well. They learn about the natural world around them. For instance, they grow their own food produce, such as carrots, runner beans and cabbage. Children go on to make stir-fry and vegetable soup on the camp fire with the items. Children of all ages develop good physical skills. For example, they learn about the different ways that they can move their bodies in regular yoga activities.

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

- Staff establish secure and trusting relationships with all children. They get to know each child and their individual personalities well. This helps staff plan learning experiences for children that they know they will enjoy. All children make good progress and are well supported, including those with special educational needs and/or disabilities. Children have a good sense of belonging and positive levels of well-being and self-esteem. For example, they are settled and confident at the nursery. They enjoy the company of the staff and their friends.
- The managers and staff establish positive partnerships with parents. They keep them well involved and informed in their children's learning and achievements. For instance, staff share what children have enjoyed doing at nursery daily. Staff share useful information to support parents. This includes safer sleeping tips and ideas of how to keep children safe when using the internet. Staff provide parents with training opportunities. For example, they invited them to learn how they teach children to use real tools safely during woodwork activities.
- The managers closely monitor the high-quality of care and learning opportunities staff provide. They routinely observe staff teaching children and provide them with helpful feedback to support their future practice. Staff attend regular training and are proactive in keeping their knowledge up to date. For instance, they have recently learned about the benefits of providing children with more

natural and open-ended resources to enhance their curiosity.

- Overall, staff support children to develop some good communication skills. They ask children good thought-provoking questions and give them time to think and then respond. However, some staff do not consistently give opportunities for younger children to build on their developing language. Therefore, the opportunities for younger children are not as consistently strong as those that older children receive. For instance, at times during the younger children's play the atmosphere is quiet.
- Staff effectively support children to develop a good understanding of peoples' differences from around the world. This includes languages and festivals and events they celebrate. For example, children learn about Diwali as they make Diya lamps. Children learn about other countries and their culture. For instance, they learn about Hawaiian traditions as they celebrate Hawaii Day.
- All staff have worked hard together as a team to ensure that the setting is hygienic and safe and, overall, have succeeded in doing this. However, they do not make sure that all children consistently understand and follow hygiene rules. This includes not putting objects in their mouth and wiping their nose.
- All staff ensure that they supervise children well and meet ratios at all times. Children have established routines that staff follow. For example, staff know when babies need to sleep and arrange a safe and comfortable space for them to do so.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge and understanding of safeguarding and child protection. They know who to contact to seek advice and how to follow up any potential concerns. All staff keep their knowledge up to date and complete regular training. Staff complete detailed risk assessments to help keep children safe. This includes how they help minimise the risk of COVID-19. For example, touch points, such as door handles, are routinely cleaned. Children have an active role in helping to keep each other safe. For instance, during camp fire activities, they know that the red cones outline the boundary they must not cross to help keep them safe.

What does the setting need to do to improve?

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

- provide guidance for staff to be more confident to consistently support younger children to build on their developing communication skills
- support staff to fully understand the importance of ensuring all children consistently follow good hygiene routines.

Setting details

Unique reference number	2522422
Local authority	Kent
Inspection number	10208140
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	76
Number of children on roll	121
Name of registered person	ICP Nurseries Limited
Registered person unique reference number	RP538317
Telephone number	01732 353486
Date of previous inspection	Not applicable

Information about this early years setting

Oaklands Nursery registered in 2019. It is located in Tonbridge, Kent. The setting is open Monday to Friday from 7.30am until 6.30pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 31 members of staff, 20 of whom hold relevant early years qualification at level 2 and above. This includes nine members of staff who have a relevant early years qualification at level 3 and two members of staff who hold a relevant early years degree at level 6.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- 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 two joint observations during outdoor learning experiences.

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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