

Inspection of Pegwell Bay Nursery

Baypoint Club, Ramsgate Road, Sandwich CT13 9QL

Inspection date: 18 November 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

Babies and children happily come into the nursery. They settle quickly and are eager to interact and chatter to staff and friends. Children know the routines and demonstrate that they feel safe, as they confidently explore their surroundings. They are eager to investigate the interesting range of activities on offer. For instance, the ice activity is a firm favourite with both babies and children. Babies enjoy feeling the texture of the ice and watch as it drips onto the tray. Staff talk about the feel of the ice to help extend the babies' communication and language skills. Older children demonstrate their problem-solving skills and gain a sense of achievement. They use a variety of tools to trial the best way to release the stickers frozen into the ice blocks.

Children are keen to undertake their own self-care, appropriate to their age. For instance, they put on their shoes and coats and learn to blow their nose. Children talk about their feelings and are kind to their friends. For example, they find them a hammer to use, so that they can join in with the game. Staff successfully nurture children's independence skills within the nursery.

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

- Staff have high expectations for children and babies. They support children to gain a love of stories, which helps to develop their literacy skills. For example, they use a range of sensory resources with babies and younger children to help bring the stories to life. Older children confidently answer questions about what they can see on the page. They know the stories and excitedly predict what will happen next.
- Children have a range of focused activities to enable them to learn about the community where they live. For example, staff take the children on walks to the nature reserve to learn about the countryside around them. They also use the minibus to visit local wildlife parks and local areas of interest. Staff encourage children to learn about the world around them.
- Parents know what their child is learning, even though they cannot come into the setting, due to COVID-19 restrictions. Staff share information with parents regularly. For instance, they take time to speak to parents at drop off and collection times. Parents speak highly of the staff team and comment that they value the care and support their children receive.
- The manager constantly evaluates the ongoing performance of the nursery and considers the views of staff and parents. Staff feel they are managed well, receive good support, and are given meaningful professional development opportunities.
- Staff effectively observe and assess children's progress. They recognise what children already know and can do. However, staff do not always clearly identify

what they want children to learn from some adult-led activities. They do not consistently extend older children's knowledge and ensure all children are joining in.

- Children are keen to practise life skills, as they role play cooking in the home corner. Staff provide them with a range of resources to expand their play. For instance, they have recipe books for different dietary requirements. However, staff do not make the most of opportunities that arise throughout the day to extend older children's mathematical knowledge. For example, they do not encourage them to investigate and explore differences to develop their understanding of weight and measure.
- Staff understand the importance of children having plenty of opportunities to play outside in the fresh air. Children enjoy exploring and running around with friends. Younger children develop their confidence as they learn to climb and ride bikes, knowing a member of staff is ready to help when needed. Older children particularly like to dig and undertake large construction as they tunnel in the mud.
- Staff work very well together as part of a team. They are good role models who provide children with clear rules and boundaries to meet their emotional needs. The manager and staff team provide children with consistent messages to promote children's good behaviour. Children treat each other with consideration and respect.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a secure understanding of how to safeguard children. She has implemented effective monitoring procedures to ensure staff keep their safeguarding training up to date. For instance, some staff have recently updated their 'Prevent' duty training. Staff have a good knowledge of the signs that may indicate that a child is at risk of abuse or neglect. They are aware of the procedures to follow if they have any concerns about a child's welfare. The provider implements robust recruitment and vetting procedures to ensure all adults working with children are suitable and fully aware of their role.

What does the setting need to do to improve?

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

- identify clear learning intentions for adult-led activities, to enable staff to focus teaching more sharply on extending older children's learning
- continue to develop the range of experiences older children have to further develop their interest in mathematics.

Setting details

| | |
|--|---|
| Unique reference number | EY552782 |
| Local authority | Kent |
| Inspection number | 10133042 |
| 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 | 40 |
| Number of children on roll | 37 |
| Name of registered person | P B Nursery Limited |
| Registered person unique reference number | RP552781 |
| Telephone number | 01304695175 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Pegwell Bay Nursery registered in 2017 and is situated in Sandwich, Kent. The nursery is open from Monday to Friday from 7.30am to 6pm, for most of the year. The provider is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The provider employs 11 members of staff, of whom, three hold a level 6 qualification. The manager holds a level 4 and five staff hold a level 2 or above qualification.

Information about this inspection

Inspector

Sara Garrity

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 manager and has taken that into account in her evaluation of the provider.
- During the learning walk, the manager explained to the inspector how they plan the daily routines and curriculum for the children.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The deputy manager carried out a joint observation with the inspector. They then discussed the strengths and areas for development seen during the observation.
- Parents' views on the service they received were taken into consideration through letters of reference and discussions with parents during the inspection.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

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