

# Inspection of Brockham Green Nursery

Brockham Green Church Hall, Brockham Green, Brockham, BETCHWORTH, Surrey  
RH3 7JR

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Inspection date: 24 November 2021

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

Children build exceptional bonds with staff and flourish in their care. They thrive in a language-rich environment, where staff encourage them to make exceptional progress from their starting points. Children's interests, needs and abilities are extremely well understood by the staff, who know what they need to achieve next. Children's learning is seamlessly woven through everything they do by the knowledgeable staff. For example, staff ensure that the environment contains the key activities that individual children need to make them feel comfortable when they first arrive. Some children like to settle with staff for a story, others like to build models or be creative with play dough. Staff purposely position themselves at these activities to interact with the children. This helps them find out how children are feeling, their interests for the day and identify how best to engage them in their learning.

Children love stories and staff use favourite stories to extend children's attention span, their love of books and as a tool to build on experiences. For example, children take familiar stories out to forest school to read. Children enjoy searching for images of the characters throughout the trees and bushes. Staff enthusiastically join in, asking questions about the pictures, the environment they are in and the nature around them. Children learn about the names of trees and plants and who might live in and under them, such as owls and snakes. They confidently share that 'prickly' plants are called brambles and holly. Children eagerly share why they should not touch any mushrooms or berries they see, as they may be poisonous and make them ill.

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

- Children display exemplary behaviour and treat each other with kindness. They learn to manage their feelings, and use of the emotion stones helps them share these with staff. Staff use these stones to help children talk about what is making them feel happy or sad, to support their emotional well-being.
- Children are confident to tackle new activities, use their critical thinking skills and show great perseverance to complete tasks for themselves. For example, younger children show their elation as they complete the challenging task of putting their coat on totally unaided. Older children share details of how many pieces of recycling, and the shapes, such as a cylinder, they have used to create their motorbikes. They confidently discuss whether glue or tape will work best with staff, who encourage them to experiment and see.
- Staff are highly motivated and have high expectations for children. They commit to regular training and share what they learn with each other. They strive to ensure that they continually pitch their high-quality of teaching at the highest level to engage children and support their learning.

- Staff make full use of every opportunity that presents itself to extend and challenge children in their learning. They use conversations to encourage children to recall previous experiences, at home and at nursery, and build on their vocabulary, their mathematical and problem-solving skills.
- Staff are committed to promoting a safe environment, where children's learning and well-being flourish. All staff continually share their knowledge of each child's needs, interests and targets with each other. This enables them to all focus on helping every child to achieve to their full potential from their initial starting points.
- Partnership with parents is a strength. Staff share children's learning with parents and encourage parents to share this with other childcare providers they may use. Parents and carers spoken to state how wonderful the nursery has been for their children. They share how during COVID-19, staff have posted videos of the nursery and forest school to help them see what their children have been doing. The online systems used help them to see observations on their children, notes from the staff and to share what achievements their children have made at home.
- Staff are swift at identifying emerging needs and discussing these with parents. They work with other professionals to seek the additional specialist support children may need. While these applications are in progress, staff implement activities and ideas they are aware of from training or previous interventions to enable children to get the best support.
- Management and staff are aware of their responsibilities and are meeting all of the requirements. They maintain comprehensive records, including those that link to complaints, safeguarding concerns and children's learning and development. Robust recruitment and suitability processes are implemented to help ensure children are safeguarded.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead staff are fully aware of their responsibilities to safeguard children. All staff demonstrate an excellent understanding of safeguarding and refer any concerns they have to the appropriate safeguarding team without hesitation. They are diligent at safeguarding children and encourage them to develop their own understanding of risks. There are robust systems for recording and reporting concerns. Management keep comprehensive records and use this information well to safeguard children. The management team and staff all complete thorough recruitment and vetting procedures. All staff hold appropriate training in administering paediatric first aid and have completed an added element relating to their forest school activities.

## Setting details

<b>Unique reference number</b>	EY490690
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10202802
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Brockham Green Day Nursery
<b>Registered person unique reference number</b>	RP910844
<b>Telephone number</b>	07765 151 384
<b>Date of previous inspection</b>	10 November 2017

## Information about this early years setting

Brockham Green Nursery registered in 1993 and re-registered in 2015 due to a change to charitable status. It operates from a church hall in the village of Brockham, Surrey. The nursery employs six members of staff, of these, five members of staff hold appropriate early years qualifications at level 3. The nursery is open on Mondays from 9am to 12pm, Tuesdays from 9am to 2.45pm, Wednesdays from 9am to 12pm, Thursdays from 9am to 1pm and Fridays from 9am to 2.45pm, during term time only. The nursery is eligible for free early years funding for children aged two, and is currently in receipt of funding for children aged three and four.

## Information about this inspection

### Inspector

Anne Nicholson

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff, children and parents to find out about their time at the nursery.
- The inspector looked at relevant documentation, including a comprehensive complaint logs, safeguarding files and children's records. She also reviewed evidence of the suitability of staff working in the nursery.
- The manager, staff and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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