

Inspection of Mrs B's

Village Hall, Norman Road, West Malling, Kent ME19 6RW

Inspection date: 3 February 2022

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| 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 arrive eager to play and ready to enjoy time with staff. They confidently say goodbye to their parents and quickly settle down with their favourite activities. Some children want to instantly engage staff in conversations while others want staff to read them stories.

Children had fewer opportunities to socialise with others during the COVID-19 pandemic. Staff recognise this and have placed a strong emphasis on supporting children's personal and social skills. Consequently, children happily join in with activities to support sharing, turn taking and conversation. For example, they take turns to weigh out ingredients and stir them when they take part in a cooking activity.

Children demonstrate good levels of engagement and motivation. They are enthusiastic and curious. For instance, they design and draw treasure maps before they excitedly follow them to find treasure buried outside. They discuss their ideas with one another and are fascinated when they learn how to make maps look old using a tea bag.

Children's behaviour is good. They listen to staff and follow instructions well, such as tidying up or getting the table ready for snack time. They have formed secure relationships with staff and strong friendships among their peers. Children feel part of a nursery 'family' that is small, inclusive and friendly. They are confident that staff will understand them and meet their needs. As a result, children develop good self-esteem and self-belief.

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

- The manager is committed to the continual improvement of the nursery. Staff receive regular supervision and attend appraisal meetings. The manager ensures all staff receive training to support their professional development. She evaluates training and assesses the impact this has on children's learning, such as the development of early mathematical skills.
- Staff think carefully about the curriculum and how they can best support children to learn. They consider what they already know about children, so they can provide a wide range of stimulating activities. Staff recognise when children with special educational needs and/or disabilities need more help. This helps children make the best progress they can and prevents them from falling behind in their learning.
- Staff speak with children all day. This supports their communication and language skills. Staff narrate what children are doing and explain new ideas well, such as how to program the 'Bee Bot' programmable toy. However, during some

activities, staff place too much emphasis on asking children 'closed' questions. This does not help children extend conversations or support children to develop their thinking skills further.

- Children have space to run, ride, climb and balance. For instance, they enjoy the challenge of crossing stepping-stones as fast as they can. They develop their small muscles in fun ways, such as when they make patterns and shapes in foam or use chalk outside on the path.
- Children develop a love of books. They relax and snuggle up with staff, who read them their favourite stories. Staff teach children rhymes and songs, which children sing spontaneously while they play.
- Staff are very good at supporting children's mathematical skills. They use every opportunity to teach and reinforce skills, such as counting, estimating and recognising shapes. For example, children instantly know how many eggs are left in the box after they have used two in their recipe. Children accurately count out loud as they find the correct number of plates and bowls at snack time.
- Children develop good hygiene skills. For example, they know that they must wash their hands before eating. Staff encourage children to make healthy choices, such as at snack time where they are encouraged to try a variety of fruits.
- Children learn how their lives are similar and different as they talk with one another, such as during mealtimes. Staff are very good at ensuring all children feel included and special. However, staff do not consistently give them the chance to learn about diversity and the wider world beyond their own community. This does not fully prepare children for life in modern Britain.
- Staff and parents work well together. Parents say they feel included in what their children are learning and doing in the nursery and how to support them at home. Parents report how excited their children are to go to nursery.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff understand their responsibilities to keep children safe. The manager has robust procedures in place for the safer recruitment of staff, including suitability checks and induction. Staff have a good understanding of the types of abuse and the signs that a child may be at risk. This includes wider safeguarding issues, such as children being exposed to extreme views. They know how to refer their concerns in a timely manner, including how to whistle-blow if required. Staff speak with children about staying safe in meaningful ways, such as when they are going outside to play.

What does the setting need to do to improve?

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

- make greater use of open-ended questions to develop children's thinking skills and to promote their language development
- support staff to develop children's knowledge and understanding of diversity in modern Britain.

Setting details

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| Unique reference number | 2532403 |
| Local authority | Kent |
| Inspection number | 10208501 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 30 |
| Number of children on roll | 21 |
| Name of registered person | Mrs B's Child Care Ltd |
| Registered person unique reference number | 2532402 |
| Telephone number | 07850283892 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Mrs B's registered in 2019 and is owned by Mrs B's Childcare Ltd and is in West Malling, Kent. The company also own two out-of-school clubs at Offham Primary school and More Park RC Primary school in Kent. Mrs B's is open term time only, from 9am to 3pm on Monday, Tuesday, Wednesday and Thursday, and from 9am to 1pm on Friday. They receive funding to provide free early education for children aged two, three and four years. There are four staff who all hold relevant childcare qualifications from level 2 to level 3. The manager holds a childcare qualification at level 3.

Information about this inspection

Inspector

Alison Martin

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 observed the quality of education being provided, inside and outdoors, and assessed the impact that this was having on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff, children and parents spoke with the inspector during the inspection and their views were taken into account.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff to work in the nursery.

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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