

Inspection of Stables Nursery

Mountains Stables, Noble Tree Road, Hildenborough, Tonbridge, Kent TN11 8ND

Inspection date: 2 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children show very high levels of self-esteem and determination. They confidently try new ideas, thinking through the process independently. They make decisions for themselves, but understand the importance of following instructions. For example, children decide they no longer want to play at the pond and tell staff where they want to play next. Staff praise them for letting them know and thinking about their own safety as they return to the camp. Children enthusiastically share their discoveries with their peers and staff. For example, children excitedly show others the large splashes that they make in the wet areas when they jump off the logs.

Children confidently express their needs verbally and through using simple sign language, gestures and expressions. Children's speaking and listening skills are strongly underpinned through signing to enhance their understanding and confidence to communicate. Children listen to staff's effective questions that encourage their thinking. Staff expertly change the direction of children's play to extend their curiosity and learning opportunities.

Children interact and engage very well with others. Staff use effective eye contact and physical affection to help babies to feel secure. Babies snuggle into staff's cuddles, settling quickly and confidently. They follow their home routines and have their comforters to hand whenever they need them. Children feel reassured and encouraged to engage with others throughout the setting. They develop close friendships with staff and their peers from an early age.

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

- Parents and carers make positive comments about their children's care. They recognise the dedication from the staff team, helping children make progress to the best of their ability. Parents feel that children are well prepared for school and gain high levels of skills to support them in their ongoing education.
- Staff effectively support children with special educational needs and/or disabilities. They work tirelessly with other professionals, other settings and parents to provide a collaborative approach to meet the needs of individual children and their ongoing development.
- Children thoroughly enjoy their play outside. They learn to explore and experiment, make discoveries themselves, and have effective discussions with staff. In the forest school and the paddock, children learn about nature, explore space, develop movement, become creative and explore their senses. For example, children work closely together to measure, cut and use cotton and strings to create their spider web.
- Children show exceptionally positive behaviour towards others. They show great

care and compassion towards other children when they are upset or hurt. They share toys willingly, showing cooperation and negotiation in their play. Children receive plentiful praise and feel proud about their actions towards others. Staff are very positive role models, helping each other and celebrating success together. Older children help younger children to learn about positive behaviour towards others, for example, by including them in their play.

- Children's lives are enriched by additional experiences. For example, older children regularly visit the forest school, children explore local areas hunting for conkers and they receive visits from ice-cream vans. Sometimes, staff do not use outdoor experiences to help children to think about what they have learned in order to further extend their development.
- Children successfully learn to problem solve. Staff use excellent questions to clarify children's findings. They explore the leaves on the light table in pre-school. Toddlers experiment with coloured rice, watching what happens when it is dropped. Babies learn that when balls roll out of sight they can be found again.
- Staff extensively promote children's healthy lifestyles. Children have excellent opportunities to experience fresh air and physical play. Babies rock on foam rollers, learning to control their movements. Young children learn to listen to their bodies and rest when they need to. Older children discuss their favourite foods and know what are healthy choices. Children learn about hygiene procedures. For example, they learn about oral health through stories and discussions.
- The management team is committed to continuously improving learning environments for children. They promote a sensitive approach to staff development. Staff share experiences and celebrate achievements together. Staff constantly evaluate outdoor play and the impact this has on children's learning. However, staff do not always know precisely what they want individual children to learn through each and every play experience.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very good understanding of their responsibilities towards protecting children from harm. They receive regular training to keep their knowledge up to date. Children learn to keep themselves safe indoors and outdoors. They assess risk independently and through discussions with staff. Staff provide safe and secure play environments to give children the space to explore and negotiate with other children and resources. For example, babies roll, crawl and cruise along low-level furniture and specifically placed resources to encourage their sense of space and developing sense of safety. Older children learn about playing safely near to water and assessing the depth of water before jumping into wet areas in the forest school.

What does the setting need to do to improve?

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

- enhance staff's knowledge and understanding of what they want children to learn and how they are going to achieve it
- use children's experiences outdoors to enhance their discussions and further extend their understanding of their learning.

Setting details

Unique reference number	EY298761
Local authority	Kent
Inspection number	10219715
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	82
Number of children on roll	132
Name of registered person	CGJ Enterprises Limited
Registered person unique reference number	RP906435
Telephone number	01732 833266
Date of previous inspection	25 August 2016

Information about this early years setting

Stables Nursery registered in 2005. It is located in a rural area of Tonbridge, Kent. The setting is open from 7.30am to 6pm for 50 weeks of the year. The setting offers an out-of-school service to children of school age. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. There are 19 staff, including the owner, a chef and an office manager. Of these, 10 staff hold early years qualifications at level 3 and the owner is qualified at level 7.

Information about this inspection

Inspector

Claire Parnell

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 provider and inspector completed a learning walk together of all the areas of the setting and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The provider and the inspector carried out a joint observation of the forest-school activities.
- Parents and carers shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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 2022