

# Inspection of Hythe Bay

Hythe Bay Childrens Centre, Cinque Ports Avenue, HYTHE, Kent CT21 6HS

---

Inspection date: 15 March 2022

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children feel safe and happily explore the wide range of activities on offer. Their behaviour is good and appropriate for their age. For example, older children kindly assist their younger friends with filling containers in the water tray. They develop good manners and understand the importance of helping and sharing with their friends.

Babies are developing their small-muscle skills and forming strong relationships. They enjoy interacting with adults as they post the discs into the shape sorter. The toddlers explore their problem-solving skills. They use trial and error to fit the train track together. All children and babies confidently explore the environment, knowing that an adult is close by for a reassuring cuddle when needed.

The children are inquisitive about how plants grow. Staff make use of children's existing knowledge to encourage them to think about what seeds need to germinate. They plan gardening activities to provide children with first-hand experiences. For instance, children plant seeds in a bag with some wet pads, before placing them by the window to see what happens. Staff make effective use of activities to introduce mathematical language. For example, staff focus on counting with the children as they encourage them to work out how many seeds they have and how many more they need to make three.

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

- The staff provide children with an array of experiences to learn about their local community. They develop children's curiosity of the natural world and how to help protect the environment. For example, they go on walks to the canal and beach to explore the world around them. Staff teach children about how to look after the nursery's fish and stick insects. The children are very excited as they wait for the stick insect eggs to hatch. Staff effectively support children to learn about life cycles and how things grow.
- Partnerships with parents are good. The manager and staff have put in place very supportive settling-in procedures to ensure babies and children receive the comfort and support they need when starting at the nursery. This is mirrored in the highly effective procedures in place for children as they move from room to room and on to school. Parents comment on the wonderful care their children receive. They particularly value the packs that staff send home, which help to extend the learning taking place in the nursery.
- Overall, the staff make sure that the organisation of the environment is effective in promoting children's learning and enjoyment. Children in the main nursery enjoy looking at photographs around the room and seeing their work displayed. However, children attending the sessional nursery are not given the same level

of ownership of their environment. As a result, they are not always able to gain the same sense of pride in their achievements.

- Staff provide all children with regular opportunities to explore outside to help develop their physical skills. They enjoy climbing, building their muscle strength, and take managed risks in their play. Children develop their awareness of the space around them as they ride their tricycles around the track.
- The manager is dedicated to developing and continually improving the nursery. She understands the importance of supporting staff through regular training opportunities as well as monitoring their well-being. For instance, staff who have completed training events cascade the information to colleagues during staff meetings. The manager and staff have high expectations for what children can achieve. However, there is a variation in the quality of teaching that children receive between the main and sessional areas of the nursery. For example, staff working with the sessional children do not always make effective use of activities to extend children's knowledge and skills.
- The manager has made good use of additional funding to help develop children's language skills. For instance, a specialist music teacher comes into the nursery to engage the children in small music groups. The qualified teacher runs regular focused groups to boost children's speech, language and communication. These help children to develop their social interactions and confidence.
- The special educational needs coordinator works closely with other professionals to help support any children with special educational needs and/or disabilities and those who speak English as an additional language. For instance, they make good use of pictorial timelines and 'now and next' boards to support children to learn about the daily routines.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager has a secure understanding of how to safeguard children. She ensures that staff receive regular training to keep their knowledge of child protection up to date. Staff have a good awareness of the signs that may indicate a child is at risk of harm, such as being alert to extreme behaviours and views. The manager has completed safer recruitment training and has robust procedures in place to ensure all adults working with children are suitable. She is aware of the importance of making sure staff receive relevant information as part of their induction. Staff are vigilant and prioritise children's welfare. For instance, they carry out thorough risk assessments to help maintain children's safety.

## **What does the setting need to do to improve?**

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

- review and improve the environment to ensure all children are able to take

ownership of their surroundings

- continue to support staff to develop their practice to make sure children receive consistently high-quality interactions across all areas of the nursery.

## Setting details

<b>Unique reference number</b>	EY556679
<b>Local authority</b>	Kent
<b>Inspection number</b>	10174987
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	69
<b>Number of children on roll</b>	129
<b>Name of registered person</b>	Hythe Bay Children's Centre CIO
<b>Registered person unique reference number</b>	RP556678
<b>Telephone number</b>	01303 267802
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Hythe Bay registered in 2018. The main nursery is situated within the Hythe Bay C of E Primary School in Hythe, Kent. They also operate a sessional nursery and out-of-school club in a separate building. The main nursery is open Monday to Friday from 8am to 6pm all year round. The sessional nursery is open Monday to Friday from 9am to 3pm during term time only. The provider receives funding for the provision of free early education for children aged two, three and four years. They employ 24 staff, of whom 12 hold a relevant early years qualification at level 3 and one at level 2. The manager and two staff have achieved qualified teacher status.

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a tour of all areas of the nursery and discussed how they implement the curriculum.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- A range of relevant documentation was checked, including some policies and procedures and staff qualifications.
- The inspector spoke to parents and read letters of reference to take their views of the service they receive into account.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022