

# Inspection of Badgers Bridge

The Street, Postling, Hythe, Kent CT21 4EU

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Inspection date: 17 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are warmly welcomed into this very relaxed and calm setting. They are given time and support to settle into the day. Children can freely choose the resources they want to play with and staff are available to support children's learning. Those who enjoy being outside are able to access the secure garden as soon as they arrive and they can freely move between the indoors and outdoors all day.

Outside, children have access to a variety of resources that staff have carefully organised to provoke their curiosity and imagination. For example, children access a mixture of natural resources, such as twigs and leaves. They use water from the water play to mix with these resources in order to support their role play. Children comment 'This is so much fun' as they play.

Staff have high expectations of all children, including the youngest children. They encourage all children to help wipe the table for snack time, wash their hands ready to eat and tidy up the toys when required. This supports their understanding of routines and helps prepare them in readiness for school. Children, generally, behave very well. Those who struggle to regulate their behaviour are supported very well, and consistently, in order to understand the rules and boundaries of the setting.

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

- The manager is extremely passionate about the setting's ethos. Children's ideas and interests are at the heart of the curriculum. Staff plan activities that extend on from the children's thoughts and wonders. For example, while pouring water down plastic guttering into a container, children choose to move the gutter to control where the water goes. They soon learn that the water is making muddy puddles that they can splash in.
- The provider and the manager conduct regular supervisions. They provide the opportunity for staff to share any concerns they may have about children as well as discussing any future plans for children. Staff have the opportunity to express any training they would like to do and are supported to access this. Staff well-being is a high priority and they regularly check in with how all the staff are feeling. As a result, the staff report that they feel very well supported.
- Parents are very happy with the setting. They feel well informed about what the children do each day and what the children are learning about. Parents know who their child's key person is and feel able to share any suggestions or feedback with the management team. Parents describe the setting as a 'home-from-home' for their children.
- Staff know the children well. They assess and monitor their development

regularly and share this with parents. They identify gaps in children's learning and work with outside agencies, and parents, to put in place strategies to help support children. As a result, children are making good progress in their development.

- Staff create an environment that supports children's interests and promotes their learning. Staff provide children with a lot of language alongside their play. However, there is not a clear focus on providing language rich opportunities for younger children that is age-appropriate. For example, at times staff use long, complex sentences when speaking to younger children. This has an impact on how well younger children engage in the experiences on offer.
- Children's personal development is supported extremely well. They have ample opportunities to practise their physical skills and build upon what they can do. For example, children relish taking turns to climb up the wooden climbing frame, reminding each other how to do this safely. Children's personal needs are managed respectfully. For instance, they are asked before having their nappies changed or their noses wiped.
- Staff take children out into the local community almost daily. They visit the local church, go on nature walks and feed the sheep in the neighbouring fields. As a result, the rich set of experiences offered to children help support their understanding of the world around them.
- Children are motivated and eager to learn. They approach each activity with a positive attitude and curiosity. For example, children concentrate well when mixing vinegar and bicarbonate of soda together to watch the chemical reaction.

## Safeguarding

The arrangements for safeguarding are effective.

The management team are all designated leads for safeguarding and understand their role and responsibility, should they need to refer any concerns about a child's welfare. All staff and the management team understand how to identify if a child is at risk of harm and know the local safeguarding procedures. Staff are aware of wider safeguarding issues, such as preventing children from extreme views. They know what to do in the event of allegations being made against an adult who works with children. Staff remind children how to manage their own risk. For instance, staff ask children 'Is that safe?' when they get close to children swinging on the swings.

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

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

- develop a clear focus on providing language rich opportunities for younger children that are age-appropriate.

## Setting details

<b>Unique reference number</b>	EY395128
<b>Local authority</b>	Kent
<b>Inspection number</b>	10221767
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Badgers Bridge LLP
<b>Registered person unique reference number</b>	RP535366
<b>Telephone number</b>	07967049703
<b>Date of previous inspection</b>	16 May 2018

## Information about this early years setting

Badgers Bridge registered in May 2009. It operates from the village hall in Postling, Kent. The nursery is open Monday to Friday, between 8.50am and 3pm, during term time. The staff provide a flexible service that incorporates the curiosity approach and forest school principles. The setting receives funding for the provision of free early education for children aged two, three and four years. There are 12 staff working directly with the children, 10 of whom hold relevant early years qualifications, including early years professional status.

## Information about this inspection

**Inspector**  
Pippa Clark

## 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 the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to the provider, the manager and staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector sampled relevant documentation.

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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