

Inspection of Bidborough Village Nursery School

Village Hall, Bidborough Ridge, Bidborough, TUNBRIDGE WELLS, Kent TN3 0XD

Inspection date: 19 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

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 receive a warm welcome on arrival at the nursery school and have the individual support they need to separate from their parent or carer. This enables all children to settle happily and quickly and to start their play and learning promptly. Children access an environment that staff plan successfully to help ensure that all children make good developmental progress. Children play calmly and with purpose at their chosen activity and concentrate for extending periods. For example, children sat colouring using different-sized pencils and stencils, chatting animatedly. They showed great skill in holding the stencils while drawing the shapes, which supports their early writing skills.

Children show great delight as they join in with glee to singing and story sessions. This is a regular feature which enables children to learn and practise new songs and accompanying actions. They use long ribbons to twirl around, along with moving their bodies to the beat of the music. Children learn to predict what happens next in stories. For instance, they talked about what animal is coming next in the book and then pretended to be those animals, such as being a monkey swinging through the trees.

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

- The early years teacher has a clear understanding of the current intent for the curriculum and how this is devised from what children need to learn next. Staff know the children well, including their development needs, their personalities and interests. There are clear ambitions for all children, including those learning English as an additional language and those with special educational needs and/or disabilities.
- Children are confident to ask for help with tasks and requests for resources. For example, they request clean paper for drawing to enable them to join in at the table with their friends. Children learn the importance of playing together and the enjoyment of role play. For example, they role play 'working from home', pretending to use their computers and mobile phones, and also enjoy being a 'teacher'.
- There is a clear routine to the nursery day. However, the change to another part of the day sometimes disrupts children's play and enjoyment. This is occasionally a little unsettling for some children as there is no advance warning to support them to conclude their play.
- Staff are alert to children who may not be fully engaging in a play and learning experience and are skilful in helping children to direct their learning. As they understand children's interests, they are able to make suggestions to capture their imagination, such as climbing on the slide or looking for bugs.
- Children thoroughly enjoy outdoor play. They show great interest in finding

different insects and also making houses with things they may need. Children gain good large-muscle development, for example, as they balance on beams and practise learning to walk using stilts.

- Parents speak highly of the care and education their children receive. Many parents are now having their second child attend the nursery and comment that they recommend the setting to others. There was clear communication with parents during the COVID-19 pandemic. This included the sharing of activity ideas to enable parents to support children's learning at home.
- Staff manage children's behaviour effectively and positively. For example, children learn to use 'kind hands' and are learning to share and take turns and do so with minimal staff support. However, staff do not always explore further ways to enable children to manage sharing independently.
- Staff receive effective support from the owner and each other. There is a clear team ethos which enables all staff, including those training, to have a good sense of well-being. Staff have consistent opportunities to identify further training to enhance their professionalism.

Safeguarding

The arrangements for safeguarding are effective.

Children learn to have a good understanding about their own safety through clear direction. Staff help children to talk through their actions to keep themselves and others safe. For example, they negotiate when it is safe to go down the slide and when they need to wait for their friends to have their turn. They understand to keep the ride-on toys on the patio area so not to run into other children. Staff continually risk assess throughout the day to highlight and minimise any hazards. Staff have a secure knowledge of child protection, including the wider aspects of safeguarding. They are clear about the procedures to follow to refer any concerns they may have about a child and/or family.

What does the setting need to do to improve?

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

- revise how changes of routines are managed to ensure that they are supportive of all children and do not disrupt their learning
- explore differing ways to enable children to learn more about managing turn taking independently.

Setting details

Unique reference number	EY493468
Local authority	Kent
Inspection number	10229236
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	44
Number of children on roll	37
Name of registered person	Spiggly Limited
Registered person unique reference number	RP534224
Telephone number	07517145731
Date of previous inspection	28 September 2017

Information about this early years setting

Bidborough Village Nursery School registered in 2005. It is located in Tunbridge Wells, Kent. The nursery is open Monday to Thursday, from 9am until 3pm, term time only. The provider receives funding to provide free early education for children aged two and three years. The nursery employs three members of staff. One holds a level 6 early years qualification and one is an early years teacher.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The deputy manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the deputy manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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