

# Inspection of Nivan Lodge Pre-school Nursery

King Charles the Martyr Hall, Warwick Park, Tunbridge Wells, Kent TN1 1YX

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Inspection date: 12 May 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and ready to start their day in the friendly, home-from-home nursery. They form close relationships with the kind and caring staff, who know them well. They instantly settle down to play with their friends or cuddle up with staff to listen to stories.

Children's self-motivation and positive attitudes to learning are delightful. They understand and follow the age-appropriate rules of the nursery. Children feel safe and secure in the knowledge that there are high expectations for their behaviour and kindness to others. Staff skilfully support them to overcome any overwhelming emotions they experience. This helps children develop their self-esteem and understanding of the needs of others.

Children display intense focus and attention when they play with their favourite activities and friends. For instance, they demonstrate their interest in cooking when they make 'cakes' with play dough in the role play area. Children create imaginative stories about dinosaurs when they gather in a cosy space together.

Children are keen to explore and discover. For example, they are excited to place worms in the wormery they have made, when they begin to learn about the world around them. Children use their knowledge of number to guess how many toy cars might be needed to fill a large cardboard tube. Children practise and consolidate what they know and can do as they develop their skills to support successful future learning.

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

- The manager is an enthusiastic, knowledgeable and devoted practitioner. She leads a team of well-qualified and equally dedicated staff, who put the children at the heart of their practice. Staff enjoy regular professional development to help develop and maintain their skills and knowledge. They work well with other professionals and parents to maintain good continuity of care for children.
- Staff plan the curriculum around the needs and interests of the children, including those with special educational needs and/or disabilities. At times, staff do not precisely sequence activities around children's current abilities and individual skills. For instance, some large-group activities do not always target the learning needs of some children or challenge those who are more confident and most able.
- Staff's interactions with children support their development of communication and language well. Children develop the skills they need to communicate effectively and learn new words. Support for children who speak English as an additional language is generally good. However, staff do not always gather

information from parents to fully assess what these children understand and know in their home language. This means staff do not always have a full picture of the progress children make.

- Children enjoy books, songs and stories throughout the day. They listen carefully and attentively when staff read, and they join in enthusiastically with action songs and rhymes. Staff help children to make their own books, which are displayed alongside published books. This helps children understand how they can become authors of their own stories.
- Children are sociable and independent. Staff encourage children to try things for themselves, such as putting on their own aprons at the water tray or washing their hands before snack time. Children demonstrate good social skills. For instance, they like to introduce themselves and say 'hello' to visitors in the setting. This demonstrates their growing self-confidence and self-esteem.
- Staff provide children with daily exercise. Children develop movement, balance and coordination when they walk along the balance beam, catch beanbags and chase hoops. They confidently climb and slide. They demonstrate their fine motor skills when they draw, paint and use scissors.
- Staff provide children with opportunities to learn about each other's cultures and families. They ensure that children share special days and festivals together, creating memories and a sense of belonging. For instance, children invite their parents to hear them sing at Christmas and to share a picnic in the park during the summer.
- Parents are full of praise for the setting. They comment on the warmth and affection their children receive from staff. They know what their children are learning and feel supported by staff to help their children successfully when they are at home. Parents describe staff as 'kind' and 'nurturing'.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their roles and responsibilities in keeping children safe. There is a robust recruitment procedure to ensure the suitability of all staff working with children. Staff know the signs and symptoms that could indicate a child is at risk of abuse and neglect. They undertake regular training in safeguarding and have a good knowledge of issues, including children being exposed to radical and extreme views and behaviours. Staff help children learn how to keep themselves safe during the day. For example, they remind children to use both hands to hold on when they are on the climbing frame.

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

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

- deepen staff's understanding of the curriculum to ensure children's learning is sequenced more precisely to challenge and extend their skills and knowledge even further
- explore ways to gather information from parents to further support children who speak English as an additional language.

## Setting details

<b>Unique reference number</b>	127409
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228230
<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>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Palmer, Brenda Jill
<b>Registered person unique reference number</b>	RP511906
<b>Telephone number</b>	07563908977
<b>Date of previous inspection</b>	19 October 2016

## Information about this early years setting

Nivan Lodge Pre-school Nursery registered in 1991 and is in Tunbridge Wells, Kent. The nursery is open term time only, from 9am to midday on Monday and Friday and from 9am to 1pm on Tuesday, Wednesday and Thursday. The nursery receives early education funding for children aged two, three and four years. There are five members of staff, of whom four hold appropriate early years qualifications from level 3 to level 6. The manager holds qualified teacher status.

## 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, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke with children, staff and several parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during a group activity.
- The manager showed the inspector documentation to demonstrate the suitability of staff working with children.

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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