

Inspection of Avenue Nursery & Forest School Limited

Poppy Children's Centre Memorial Park, Kings Road, HERNE BAY, Kent CT6 5RG

Inspection date: 23 June 2022

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

What is it like to attend this early years setting?

The provision is good

Children love coming to this nurturing and exciting nursery. They part from their parents easily and settle into the various activities on offer. Children's behaviour is good and they understand the importance of practising manners and kindness. They show they feel safe at the nursery, as they have strong relationships with the adults. Staff know their children well and can speak at length about their current levels of learning as well as individual needs. Children enjoy curiosity as they explore the inside and outside curriculum. They visit the forest school regularly, where they take part in activities that invoke interest and encourage independence, risk and challenge.

Children thrive from visits that provide enriching experiences. For example, they visit the local shops to choose musical instruments. They return to the setting to paint and decorate a board on which the instruments will hang. The children enjoy the sounds made by the new resource and revisit it, together with friends, to make music and sing songs. Additionally, children benefit from trips to the local animal park with staff and their family members. They travel by bus and train to the beach and practise using money in exchange for gifts for others. This prepares them exceptionally well for their future experiences.

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

- The nursery's ethos promotes the message that all children are unique and must be celebrated for their own individual characters. Staff ensure that they provide a communication-friendly environment that gives every child the opportunity to convey their feelings, wants and needs. Children thrive as they learn new signs and gestures through rhymes and songs. Children can manage their feelings and behaviour well, because of positive interactions with others.
- Children make independent choices in their play. Staff follow their interests and create new resources that inspire imagination in play. They support children to learn new, high-order vocabulary. For example, children create a galaxy made from various liquids. They explore the changes and reactions that occur and go on to enjoy the exploration of the solar system. At times, however, opportunities to extend children's learning using information books and other supporting equipment are sometimes limited.
- The staff provide a wealth of opportunities to experience learning about the natural world. Young children enjoy watching goldfish and water snails. They watch activity through a window and help to feed the fish, with support from adults. Older children enjoy learning about the life cycle of a butterfly. They observe the changes that occur from egg to butterfly and provide food and shelter for their new butterfly 'friends'. Families provide photos of children as babies, so that they can celebrate the changes that have happened and the

unique individuals that they have become.

- Staff expose children to a wide range of mathematical vocabulary. They count the beetles they have found and compare the lengths of spaghetti 'worms'. During songs, children understand the concepts of 'more' and 'less' by physically moving in and out of the circle. At times, however, staff miss opportunities to refer children to a written numeral, during activities in the wider setting.
- Leaders provide staff and children with excellent support for their well-being and involvement. The focus on providing a nurturing setting for children is a high priority, particularly in readiness for the next stage of their learning journey. Leaders employ a member of staff with a strong focus on providing emotional support for all. This staff member also coordinates the promotion of eating healthy and nutritious food as well as physical exercise and an active lifestyle.
- Parents describe the setting as having strong positive values. Families love the opportunity to share in their child's achievements through an effective communication system. They praise the staff for enriching the children's experiences through risky and challenging activities at the forest school. Staff invite parents to share their roles. For example, a science teacher provides experiments for children to explore and investigate and families share information about their cultural backgrounds and differences.

Safeguarding

The arrangements for safeguarding are effective.

Consideration is made in all areas to keep children safe from harm. Staff know their responsibilities to keep children safe in their care. Leaders and managers ensure policies and practices are secure and upheld. Leaders provide opportunities for staff to update and refresh their knowledge of current practices and procedures. They clearly explain the robust actions they would take should they have any concerns about children's welfare. This helps to keep children safe. Staff conduct thorough risk assessments to ensure they keep children, parents and themselves safe from harm.

What does the setting need to do to improve?

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

- enhance resources to extend opportunities for children to build on learning as it occurs, within the wider provision
- provide further opportunities for children to see written numerals and refer to numbers during learning experiences.

Setting details

Unique reference number	EY386830
Local authority	Kent
Inspection number	10108713
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	93
Name of registered person	Avenue Nursery & Forest School Limited
Registered person unique reference number	RP528678
Telephone number	01227370085
Date of previous inspection	16 July 2014

Information about this early years setting

Avenue Nursery & Forest School Limited registered in 1974 and has been operating from its current premises since 2009. It operates from a children's centre in Herne Bay, Kent and opens from 9am to 3pm each weekday for 48 weeks each year. The nursery accepts children who are eligible for two-, three- and four-year-old funding. There are 23 staff employed to work with the children, most of whom hold relevant early years qualifications.

Information about this inspection

Inspector

Kate Williams

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 viewed the provision and discussed the safety and suitability of the premises.
- A staff member joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents 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 nursery.

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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