

Inspection of Culverstone Green Nursery

Wrotham Road, Meopham, Gravesend, Kent DA13 0RF

Inspection date: 12 July 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy as they confidently and curiously explore their highly stimulating environment. They thrive from having the freedom to make their own choices and take pleasure in finding new ways to follow their interests. Children display high levels of excitement and concentrate exceptionally as they consider the different toppings on their pizza while playing in the mud kitchen. For example, they use real food items such as spring onions, lettuce and thyme to extend their imagination and learn about different food groups. Children are consistently relaxed and engaged, showing they feel safe and secure.

Children display extremely high levels of respect for one another. They regularly engage in deep conversations and are passionate in sharing their ideas. Children are confident in naming and talking about the different characteristics of dinosaurs showing the remarkable knowledge they have learned. For example, they confidently use language such as 'tall', 'long' and 'spiky'. Children display an excellent understanding of the behavioural expectations of the setting as they share and take turns. Older children remind the young children to take turns, reinforcing their understanding. Children actively enjoy caring for the rabbits. This experience allows children to develop their self-control. As a result, they have a strong sense of self which positively contributes to their emotional well-being.

Children make exceptional progress in their learning and development. This is due to the extensive level of support provided by staff, who have particularly high expectations for all children. This includes those with special educational needs and/or disabilities (SEND). Children thoroughly enjoy learning about the wider world and have an abundance of enriching opportunities to grow and develop. This ensures they are well prepared for the next stages in their learning.

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

- Staff know the children extremely well. This is due to the robust procedures they have in place as a child starts the setting. They complete home visits and settling-in sessions to build trusting relationships with the child and family. This allows staff to confidently identify children's starting points and provide immediate support for any potential gaps in children's learning. The curriculum is specifically designed to meet the individual needs and interests of each child. As a result of this, children have extremely positive attitudes towards their learning and display exceptional concentration skills as they engage in play. The special educational needs coordinator (SENCo) is significantly proactive in implementing effective strategies. These strategies are implemented as soon as possible to ensure children make exceptional progress, especially if there is a delay in their development. If required, the SENCo is extremely confident in seeking support

from external agencies.

- Staff are highly committed to supporting children's communication and language skills. They consistently engage in funny, exciting conversations and challenge children's thinking by asking intriguing questions. This creates stimulating opportunities for children to reflect and express different ideas and solutions, which greatly enhances their communication skills. As a result of this, children make exceptional progress with their speech.
- Children with English as an additional language are extremely well supported. Staff use key words and phrases in various languages to support children's communication skills. Staff also recognise the significance of repeating stories and rhymes to develop the range of children's language and vocabulary. Children are eager to join in and listen to staff as they sing and read energetically. Due to this captivating experience, children's listening and attention skills are strengthened. Parents have opportunities to borrow books, extending children's learning in the home environment and further supporting language development.
- Staff teach children about a variety of cultures around the world, including differences in clothing, food and music. Children are eager to talk about their holidays and places they have been. As a result of this, children take pleasure in learning about the wider world.
- Staff provide children with a variety of opportunities to engage in physical activity. Children have access to the large, inviting outdoor space throughout the day, including a variety of engaging opportunities to develop their strength and coordination. Children are encouraged to engage in age-appropriate risk taking, enabling them to understand how to keep themselves safe. For example, children have great fun as they climb onto the tyre swing and use real crates and wood as they build a bus. Staff encourage children to reflect on their creations as they talk about how to make it safer.
- Managers are incredibly passionate and inspiring. They act as excellent role models, creating a dedicated staff team who all share the same ethos. The managers actively recognise the impact of continuing professional development. They are enthusiastic in encouraging staff to engage in regular training to build on their impressive skills and knowledge. Staff describe the excellent support they receive from the managers and their well-being is exceptionally high.
- The managers are highly reflective in their practice and are persistent in providing exciting, enriching opportunities for children. For example, the art area has been adapted by placing pieces of paper on the floor and on the wall. This creates a new, enlivening opportunity for children to engage in mark making and develop their early writing skills.
- Parents are extremely grateful for the intensive level of support they receive from the setting. They speak very highly of the staff and feel fully informed about their children's learning and development. Parents are thoroughly impressed by the progress their children have made since attending the setting. Parents also report on how happy and excited children are as they arrive.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a very clear understanding of their responsibility to protect children from harm. The managers have extremely robust, safe recruitment procedures, ensuring appropriate steps are made when checking the suitability of staff. They also carry out inductions with all new staff which involves safeguarding training and the reading of policies. Managers ensure staff engage in regular safeguarding training to verify their knowledge is kept up to date. Staff have excellent knowledge of the potential signs and symptoms of abuse, including wider issues such as female genital mutilation and county lines. They fully understand how to raise any concerns about a child and can confidently explain the procedures they would follow to seek additional help or advice.

Setting details

Unique reference number	127134
Local authority	Kent
Inspection number	10128681
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	53
Name of registered person	Culverstone Pre-School Playgroup Committee
Registered person unique reference number	RP904515
Telephone number	01732 822 568
Date of previous inspection	24 May 2016

Information about this early years setting

Culverstone Green Nursery registered in 1980 and is based within Culverstone Green Primary School. It is situated in Meopham, Kent. The nursery is open each weekday, term time only from 8.45am to 3.15pm, except for Thursdays when it closes at midday. The nursery employs 11 members of staff, nine of whom have appropriate early years qualifications and two are completing apprenticeships. Of these nine, one member of staff holds an early years degree. The nursery receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jasmine Nelson

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 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 observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during snack time.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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