

# Inspection of Growing Together

Ellington Infant School, Hight Street, St Lawrence, Ramsgate CT11 0QH

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Inspection date: 13 September 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and confident as they explore their surroundings. They eagerly become engrossed in play and have access to a variety of activities. For example, children enjoy learning how to make their own play dough. This shows that children feel safe and secure within their environment.

Children behave well throughout the day. They have a clear understanding of the routines and behavioural expectations. For example, they know to wash their hands before meal times and sit at the table while they are eating. Children are eager to join in with group activities. They enjoy singing along to nursery rhymes, and copying the actions together. This helps children develop their self-confidence and social skills, which supports their next stage in learning.

Children with special educational needs and/or disabilities (SEND) receive intensive levels of support from all staff. They are supported with communicating their needs through the use of picture cards and signs. This allows children with SEND to develop their understanding of what is happening now and what will happen next. Children with SEND are also supported in following their own routines, allowing them to develop their interests and make progress in their development.

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

- Staff provide children with a variety of opportunities to support their development across the seven areas of learning. Children have the freedom to make their own choices during play, exploring their environment confidently. However, at times, activities are not planned to offer children new and exciting challenges.
- Staff are getting to know the children and understand their particular interests. They consistently engage in positive interactions as children learn and play. However, some staff lack confidence when interacting with children and the other staff, meaning they are not always fulfilling their role.
- Staff provide opportunities for children to learn about where they come from. They are inclusive of other cultures and supportive of children with English as an additional language. For example, children learn about other countries as they explore a map of the world. This teaches children about similarities and differences.
- Staff promote children's independence in a variety of ways. They support children in attending to their own toileting needs, follow good hygiene practices, such as handwashing, and support them with dressing themselves. This prepares children for the next stage in their learning and transitioning to school. Children are developing their sense of self.
- Staff support children in learning about healthy lifestyle choices. They offer

children a variety of healthy snacks, including fruit and vegetables. This allows children to develop their awareness of different food types and encourages them to make healthier choices.

- Children have consistent access to mark-making resources. For example, they show an interest in painting and talking about the pictures they have made. This supports children in developing their early writing skills as well as their communication skills.
- Staff support children's physical development. Children have fun exploring the outdoor space as they climb, crawl and balance on the equipment available to them. This allows children to develop their physical strength and coordination.
- Staff support children's development in mathematical language. Children are encouraged to count blocks as they build towers and talk about different sizes, such as big and small. This allows children to enhance their knowledge in mathematics.
- Parents are very happy with the support they receive from staff. They appreciate the strategies staff share in order to further support children at home. They also report on the progress their children have made since attending the setting. Overall, there is a strong partnership with parents.
- The manager has an exciting vision for the setting. She talks confidently about what is working well, and is enthusiastic in making continuous improvements. She places a strong emphasis on staff morale and offers tireless support to all her staff. The manager regularly engages in training and actively considers the impact this has on children's learning. This shows her passion for providing better opportunities for children and ensures her practice is strengthened and kept up to date.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have sound safeguarding knowledge. They are aware of the potential signs of abuse and know the appropriate steps to take if they were concerned about a child. They also know what to do if an allegation was made against another member of staff. The manager understands her legal duty to protect children from harm and ensures staff knowledge is kept up to date with regular training. The manager and her deputy complete daily checks and risk assessments to ensure the environment and equipment are suitable for children to use.

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

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

- continue to mentor and coach staff in order to develop and build on their confidence

- provide children with sufficient challenges to ensure their knowledge is extended and their learning is maximised.

## Setting details

<b>Unique reference number</b>	2588847
<b>Local authority</b>	Kent
<b>Inspection number</b>	10248235
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Thanet Early Years Project
<b>Registered person unique reference number</b>	RP521006
<b>Telephone number</b>	07882857464
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Growing Together nursery registered in 2020 and is located in Ramsgate, Thanet. The setting is in the grounds of Ellington Primary School and is part of the Thanet Early Years Project. The setting operates from 8am to 5pm, Monday to Friday, term time only. The nursery employs nine members of staff, three of whom hold a level 6 qualification, four with a level 3 qualification and two are level 3 qualified. The nursery receives funding for free early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Jasmine Nelson

## Inspection activities

- This was the first routine inspection the nursery 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to 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 interactions between staff and children.
- The manager and the inspector carried out a joint observation during snack time.
- 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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