

Inspection of Repton Manor Nursery

Repton Avenue, Ashford, Kent TN23 3RX

Inspection date: 4 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are greeted warmly as they arrive at the happy, safe and welcoming nursery. They confidently leave their parents and settle quickly with their favourite activities. They form close attachments to the nurturing and kind staff.

Children have time to explore, discover and improve their skills and abilities. For instance, they develop their large physical skills as they load real pumpkins into a wheelbarrow to move them around the outdoor space. They practise their mathematical skills when they use weighing scales to see how heavy the pumpkins are and when they 'sell' them in their pretend shop.

Children's feelings and opinions are valued and respected by staff, who are quick to celebrate children's achievements and successes. For example, children are praised when they do something kind or when they show perseverance in a task. This helps build their self-confidence and self-esteem. Children learn about the lives and cultures of others within their community and across Britain. For instance, they enjoy exchanging letters with a nursery in the Midlands. Staff support children who speak English as an additional language. For example, they use words in children's home language to offer familiarity and reassurance.

Children learn skills they need to be competent and capable life-long learners. Staff provide them with opportunities to practise and consolidate what they know and can do. For instance, children put on their coats and pour their own drinks. Children begin to make friends and learn to play with one another in small groups.

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

- The manager is a dedicated and knowledgeable practitioner. She regularly evaluates the environment and practice while implementing innovative and ambitious ways of working. She ensures staff continue to update their professional skills and knowledge. For instance, she has reflected on how staff present mathematics to children, to improve teaching in this area of learning. The manager understands the needs of the community and builds good working relationships with parents and other professionals.
- Although staff know children well, they are not fully confident in planning a precisely sequenced curriculum that builds on what children already know and can do. This means that there are times when the expectation of children's learning does not match their capabilities. However, staff plan well for children with special educational needs and/or disabilities (SEND). They share ideas with other professionals and parents to ensure any additional funding and interventions are used to help children make progress.
- Children enjoy listening to, and singing, familiar rhymes. They enthusiastically

choose songs and lead others when they sing together in a group. This very enjoyable time helps children develop their vocabulary and confidence.

- Staff listen carefully to children. They think about how they can extend children's vocabulary and conversation. For example, while children make 'magic' potions, staff use words such as 'stir', 'mix' and 'crush'. They develop children's imaginations when they ask them to describe how their potion will work.
- Staff do not always notice when children need more targeted interactions to support their learning. This means some children may not experience high-quality interactions with staff to help them engage socially and enhance their communication skills.
- Parents are delighted with the care their children receive. They describe staff as going 'above and beyond' and having a 'can-do' attitude when it comes to giving their children the support they need. Staff share ideas and resources with parents, such as books from the lending library, to strengthen children's learning at home.
- Children demonstrate good physical skills. They have space to exercise, using their large muscles, and to develop good coordination and spatial awareness. For example, some children confidently move, balance and ride two-wheeled bicycles. Children develop their fine motor skills when they use tongs to pick up fruit at snack time or use pencils to 'write' a list of ingredients for their pretend magic potions.
- Staff encourage children to develop healthy habits and routines, such as washing their hands before eating and after going to the toilet. The manager shares ideas with parents about healthy eating for packed lunches. Children talk about how they keep their teeth clean when they use a toothbrush in the morning and at night.
- Staff are extremely cheerful and dedicated to the work they do. They describe the nursery as a happy place where they feel valued and respected. The manager creates a culture of openness and trust to nurture and promote staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know how to safeguard and protect children from abuse, neglect and harm. Robust recruitment and induction procedures are used to ensure the suitability of all staff working with children. Staff recognise the signs and symptoms of potential abuse and extreme or radicalised behaviours. They know how to record and refer their concerns in a timely manner. They know how to respond if allegations are made about colleagues or if they become concerned about the care and safety of children in the nursery. Staff teach children how to keep themselves safe. For instance, children learn ways to stay safe when they are using the internet.

What does the setting need to do to improve?

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

- support staff to target the planning of activities to match children's individual stages of development more accurately
- develop staff practice so they can identify those children who need more high-quality interactions to develop their social, communication and language skills.

Setting details

Unique reference number	EY454803
Local authority	Kent
Inspection number	10228088
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	26
Number of children on roll	41
Name of registered person	Repton Manor Nursery
Registered person unique reference number	RP532056
Telephone number	01233 662547
Date of previous inspection	25 January 2017

Information about this early years setting

Repton Manor Nursery registered in 2013 and is in Repton Park, Ashford, Kent. It is located in the grounds of Repton Manor Primary School. The nursery is open from 8.45am to 3.15pm, Monday to Friday, term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are seven members of staff employed to work with the children, of whom five hold appropriate early years qualifications from level 3 to level 6. The manager holds a level 6 qualification with early years professional 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 carried out a joint observation of a group activity with the manager.
- The inspector spoke with parents and other professionals involved with the provider 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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