

Inspection of Bertie's Nursery

Davington Primary School, Priory Row, Faversham ME13 7EQ

Inspection date: 9 December 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 flourish in this excellent nursery. The manager and staff place children at the heart of everything that they do. Children play, explore, investigate and experiment in an environment that is meticulously planned to encourage their personal, social and emotional development. For example, children independently build a large track from wooden blocks. They release cars down a ramp to see how far they can go. They ensure that everyone has a turn and praise their friends' attempts. Children's behaviour is impeccable. They say 'thank you' and use phrases like 'Can I tell you what I am thinking?' rather than interrupting someone else talking.

Children are incredibly happy and settled. They benefit from warm and nurturing relationships with staff, who go above and beyond to ensure that they get to know them well. Bespoke settling-in sessions are carefully tailored to children's specific needs. Children thrive due to the personalised one-to-one support they receive from their key person. This helps children to feel safe and emotionally secure. Children display high levels of confidence. The manager and staff are highly ambitious for all children to develop a love of learning and achieve well. This is consistent across the nursery.

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

- The manager is truly inspirational. She uses supervision and mentoring systems with staff to focus on driving forwards the excellent standards of teaching practice across the nursery. Staff contribute to the decisions made about the setting. This helps them to feel empowered and part of a valuable team. Staff's passion and enthusiasm benefit children's personal experiences greatly.
- Staff have a superb understanding of every child. They take account of children's backgrounds and interests and use this knowledge to broaden their experiences. For example, children explore 'The Colour Monster' story in different languages so that bilingual children can share their home language with others. Children talk about what makes them sad and the people they love, and they say that they feel happy at nursery.
- The manager and staff share a clear vision and passion for what they want children to learn, focusing on children's well-being and involvement. Children actively contribute their ideas to shape the experiences that they receive in the nursery. For example, children reading 'The Tiger Who Came to Tea' book suggest they make tiger masks and hold a tea party with their friends. They know that staff value their voice and opinions.
- Teaching across the nursery is excellent. Staff skilfully intervene during play to challenge children to make decisions about what they will do next. This inspires children to lead their own learning. For instance, when playing outdoors,

children role play the book 'We're Going on a Bear Hunt'. They use their imagination and knowledge to respond quickly to the purposeful questions that staff ask them. Children are highly motivated learners. They remain engrossed in their play for prolonged periods of time.

- Support for children with special educational needs and/or disabilities is exceptional. Staff liaise with parents and other professionals to target and support children's learning. Personalised plans and good use of funding contribute towards the rapid and substantial progress that children are making. They make particularly swift progress in their physical skills and language development.
- Staff build excellent relationships with families. Parents and carers report that 'staff go over and above' in everything that they do. Staff share information daily about children's learning and development. Families attend progress meetings, and children make well-being boxes and transition books to take home. This helps achieve the best outcomes for children. It helps them thrive due to the consistent approach to their care and education.
- Children make outstanding progress in the development of their communication and language skills. Staff review the environment frequently to ensure that children have access to communication-friendly spaces. For example, at a craft table, children talk about a bird sticker and explain that it is a 'red breasted robin'. This purposeful planning means that children have a wealth of opportunities to hear a wide breadth of vocabulary and use it in their conversations.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are the highest priority. Staff have a robust understanding of their safeguarding roles and responsibilities. They know the signs and symptoms of abuse and are clear on what to do if any concerns arise. This helps them to swiftly identify and report any concerns using well-established reporting procedures. The manager works closely with agencies such as children's services. This ensures that children and families receive the support they need. Children learn to take safe risks during their adventures in the outdoor play area. They tidy away resources indoors to maintain a safe environment.

Setting details

Unique reference number	EY487378
Local authority	Kent
Inspection number	10264169
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	2 to 4
Total number of places	30
Number of children on roll	44
Name of registered person	Bertie's Nursery Limited
Registered person unique reference number	RP534450
Telephone number	01795 228005
Date of previous inspection	7 June 2017

Information about this early years setting

Bertie's Nursery registered in 2015. It is located in the grounds of Davington Primary School in Faversham, Kent. The nursery is open from Monday to Friday, from 8.30am to 3pm, during term time only. The provider receives funding to offer free early education for children aged two, three and four years. The nursery employs seven members of staff, six of whom hold relevant early years qualifications at level 3 or above. This includes one who holds a qualification at level 5, one who holds an early years degree and one who has achieved early years professional status.

Information about this inspection

Inspector

Jennie Winchcombe

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 their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation outside with a group of children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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