

Inspection of Wings Nursery Norton

Wildwinds Barn, London Road, Teynham, Sittingbourne ME9 9JY

Inspection date: 12 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children arrive at this exceptionally warm and welcoming nursery with enthusiasm. The staff treat them and their parents like their own family and have the same high expectations for them. Children have an excellent balance of adult- and child-led activities throughout the day. Group times provide opportunities to gain experience of phonics, numbers, songs and stories. Children relish exploring orchards and seeing farm animals and birds of prey.

Inside, children experience the difference between where they live and other places. They explore what it is like in a big city and compare the differences. The carefully thought-out resources and activities bring together the things that the children are finding out about through their own experiences. For example, children listen to a book about London and point out a red double-decker bus. The children recall going on a real London bus themselves, which was an unusual and special occasion. They go into their 'tourist centre', write postcards from London and practise using money to buy things.

Children continuously receive excellent support from the staff. They inspire them by asking open questions, such as, 'Where are you going?', 'How will you get there?' and 'What would you like to write?' There are exciting opportunities to make links across the curriculum. Monet prints of London scenes offer inspiration for children in the painting area. The impact of the curriculum on what children know, can remember and do is highly effective. For example, they demonstrate this through being deeply engaged in discovering and comparing lives that are different to their own.

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

- Children's experiences over time are consistently and coherently planned to build knowledge and skills for their future learning. Younger children get support with a small group session of 'What's in the box?' Children identify the shape and colour. The adult then describes the key properties of the item. Children sing a song and learn to take turns. Older children learn numerals and their corresponding value. They count to 30 and above. This process is highly effective in helping children to build on and retain information.
- Staff make wonderful use of story time as an opportunity to develop children's memory skills. They talk about the past and describe what a telephone box is. A child makes a link from a London Zoo photograph to their own experience. They then discuss the joy they experienced when visiting a local zoo.
- Children's behaviour is exemplary. They share and take turns exceptionally well and without any prompting. If a child wants a toy, they hand it over without a fuss. Children follow instructions, tidy up and happily go to their groups or story

time the first time that the staff ask them to do so. This helps children rapidly learn the skills that will make them ready for the next stage of their education.

- There are continuous and consistent support systems in place for children to become independent. They go to the toilet by themselves, wash their hands and enjoy singing the hand washing song. Staff swiftly identify children who may need emotional support by using the resource a 'Box of Feelings'. For example, children can relate their emotions to the faces in the box then describe how they are feeling. This helps staff build children's character extremely effectively and is another important aspect of becoming school ready.
- Support for children with a special educational needs and/or disabilities is exceptional. This is due to the outstanding work of the special educational needs coordinator (SENCo) and the teamwork of the senior leadership staff. The SENCo works tirelessly to ensure that children's needs are met immediately. She supports parents in any way she can. She ensures that children's targets are in place. This means that the children she looks after have the reasonable adjustments that they need so that they can thrive.
- Leaders scrutinise their nursery regularly to ensure that all aspects of the provision are highly effective. They successfully identify areas for improvement and implement appropriate changes. For example, they noticed that some children who speak English as an additional language and those who are affected by COVID-19, need extra language and socialisation support. They ensure that staff attend focused, highly effective training to provide boosters to children who need it. This supports them so that they are not at a disadvantage and can thrive. All children are then able to access all aspects of the curriculum. Moreover, it supports them to reach their full potential with the purpose of being school ready.
- Parents are very complimentary about the nursery. They come many miles for their child to attend. They say that it reassures them that their children are learning, safe and having fun. They call it a family and home from home. They report that communication is excellent. They find out about their child's progress in a variety of ways, including through social media, face-to-face chats at the door and phone calls. They report that their children have made fantastic progress since being at the nursery. Parents say that this nursery is 'perfect', 'amazing' and 'life changing.'
- All staff report that the levels of support that the leaders give them for their well-being go beyond their expectations. When staff relay incidents, leaders listen and respond with empathy. They offer practical advice and solutions to staff issues. This results in an extremely low turnover of staff. Children benefit from this because it provides ideal conditions to build solid attachments to their key person. This helps to reduce anxiety and supports children to thrive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders update staff's knowledge of safeguarding regularly. They train them to have a secure understanding of the signs and symptoms of abuse. There is a

robust procedure in place for staff to report these swiftly. Staff fully understand their responsibility in relation to current issues in safeguarding, such as county lines, female genital mutilation and the 'Prevent' duty. They are confident that they know who to inform if they have concerns. The manager conducts the necessary checks on staff before they start, to ensure the children's safety. Risk assessments of this first-floor nursery are commendable. Staff offer parents training about how to keep their children safe online and do the same with the children.

Setting details

Unique reference number	2605948
Local authority	Kent
Inspection number	10262998
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	45
Number of children on roll	45
Name of registered person	Wings @ Norton Limited
Registered person unique reference number	2605949
Telephone number	01795 522309
Date of previous inspection	Not applicable

Information about this early years setting

Wings Nursery Norton is situated near the village of Norton in Kent. There are five staff working with children. Of these, three hold qualifications at level six, one at level four and two at level three. The nursery is open Monday to Friday, all year round, from 7.30am to 5.30pm. The nursery accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector
Kay Beckwith

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 to discuss the curriculum intent of the nursery.
- The inspector met with children and listened to their views.
- The staff talked to the inspector, who took their views into account.
- The inspector met with a selection of parents took into considered their opinions of the nursery. She took this information into account when preparing the report.
- A selection of documents was viewed and scrutinised.
- The manager, deputy and SENCo held talks with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023