

# Inspection of Badgers Bridge

The Gore, Park Lane Elham, Canterbury, Kent CT4 6UU

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Inspection date: 10 January 2023

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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 receive a warm, friendly welcome as they arrive. They demonstrate a good understanding of the expectations as they hang up their bags and remove their wellington boots before coming inside. Children immediately become engrossed in play. This shows children have developed a well-established routine, allowing them to feel secure.

Staff have high expectations, and children have a secure knowledge of the rules and why they are in place. For example, they learn about how to keep themselves safe as they climb. This teaches children how to manage and take age-appropriate risks. Staff support children with sharing and turn taking by using a sand timer while playing with the coloured rice. Children are responsive to this and are learning to wait patiently.

Children have the freedom to explore a variety of resources, promoting their curiosity and imagination. They develop their creative skills as they investigate ways to make a spaceship. Children show extremely high levels of focus and concentration as they problem solve. For example, they think about how to stick objects together using glue and sticky tape. This encourages children to develop their own ideas during play.

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

- Staff know the children extremely well. They spark children's interests and develop their learning in the moment effectively. These high-quality, positive interactions help children to learn. Children are developing positive attitudes towards their learning and making good progress in their development.
- Staff provide consistent opportunities for children to develop their communication and language skills. They provide detailed explanations and introduce new vocabulary as children play. For example, while playing imaginatively in the home corner, staff use words such as 'temperature' and 'degrees' when talking about cooking in the oven. Children also learn words such as 'landing pad' and 'launch pad' as they build spaceships. This highlights the language-rich environment children are exposed to.
- Staff recognise the importance of supporting children to develop their independence. For example, children tidy up and help to wash their cups and plates after snack time. This gives children a sense of responsibility in preparation for their future in education.
- Staff act as good role models for children. They use age-appropriate language when engaging in dialogue and asking questions. Staff advocate well for children, giving them a voice. However, staff do not always consider ways to encourage the oldest children to further develop their social skills, such as

discussing their feelings and resolving their own conflicts.

- Staff actively promote opportunities for fresh air and exercise. For instance, they go on regular walks and outings within the local community, and have access to outdoor space. This provides children with opportunities to develop their physical strength and coordination. Staff provide children with healthy snacks, such as fruit. Children enjoy cutting bananas and apples into smaller pieces. However, during snack time, staff do not fully capture learning opportunities that arise, to develop children's understanding of healthy eating habits.
- Children with special educational needs and/or disabilities (SEND) are well supported by all staff. For example, the special educational needs coordinator works very closely with the staff team as they review and discuss support plans regularly. She also liaises with external agencies and professionals to ensure children are receiving the support they need. This helps children with SEND to make good progress in their development.
- The manager displays strong leadership skills. She provides intensive support for the staff team, including weekly meetings and training opportunities. As a result, staff morale is high, demonstrated through their nurturing practice. The manager strives to provide the best outcomes for children, introducing them to new experiences to enhance their knowledge of the world.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff display good safeguarding knowledge. They know the potential signs and symptoms of abuse, such as neglect, and understand their legal responsibility to protect children from harm. Staff know which external agencies to contact if they have concerns about a child's safety and welfare. They also know what to do if an allegation was made about a member of staff. Checks and risk assessments are completed daily to ensure the environment is suitable for children to use. Staff teach children about how to keep themselves safe when climbing and crossing the road.

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

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

- strengthen staff support, to help them identify opportunities to develop children's understanding of healthy eating habits
- provide further support to pre-school children, to help them recognise their feelings and learn to resolve conflicts in social situations.

## Setting details

<b>Unique reference number</b>	2619042
<b>Local authority</b>	Kent
<b>Inspection number</b>	10265314
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	18
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Badgers Bridge LLP
<b>Registered person unique reference number</b>	RP535366
<b>Telephone number</b>	07709420736
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Badgers Bridge registered in 2020. It operates from The Gore facilities in Elham. The setting is open Monday to Friday, from 8.30am to 3pm, term time only. The setting follows the Montessori philosophy. The setting employs five members of staff, of whom one holds a level 7 qualification, one holds a level 6 qualification, and two hold a level 3 qualification. The setting 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.

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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