

Inspection of Mr Noah's Nursery School CIC

Tarly Pit, Potters Lane, Gills Green, Hawkhurst, Kent TN18 5BB

Inspection date: 19 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 enthusiastically run into this vast, warm and welcoming nursery. They readily start their 'jobs' and begin by feeding the animals. They relish the opportunity to discover the woods in this excellent, naturally resourced learning environment. Children develop extraordinary levels of concentration and creativity while they undertake a variety of investigations. For example, children use poles to check the depth of the stream and decide where it is best to wade in. Younger children are already in the shallow part of the stream, thrilled at the joy of mud stomping.

Children boldly set about choosing from a wealth of exciting activities. For instance, they use their extensive knowledge of the learning environment to confidently judge the safest path to follow. Children independently test deep layers of leaves, gullies and a bridge over a stream to reach their goal of trees that they can climb. They demonstrate high levels of self-esteem and self-regulation. For example, they give each other time and space when deciding who will go first. Children build their physical skills as they climb or sit and talk to their friends. Moreover, they build the proficiencies they need to be confident citizens.

Parents cannot speak highly enough of this setting. Many have sent older siblings there, and they delight in their progress and the strong communication. They talk about the loving and caring ethos, saying that it is a wonderful place to send their children.

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

- Staff expertly plan experiences that build very successfully on children's knowledge and skills over time, giving them an excellent preparation for their future learning. Staff support younger children by narrating what they are doing. For example, children decide which item travels best down guttering as they learn about the forces of push and pull. They question whether it is the trains or lumps of ice. Staff extend their vocabulary by demonstrating how the trains 'reverse' and point out that the 'magnetic' trains are 'connecting'.
- Children acquire exceptionally high levels of language competence. Staff ask open questions and give children time to think about the answer before pondering any possibilities. They help children to recall and develop their memory skills. For example, children discover a bird's feather in the woods. They are sure it is an eagle's feather. Staff suggest looking at its features, such as the black and white stripes. They then give children time to think about what they already know about the colour of an eagle. They change their minds, and the discussion goes on.
- Staff want children to be resilient, healthy, happy and thriving. This aim is

extremely effective. Supervisory ratios are particularly high and support their objective. Children stay close to their key person until they are ready to seek out other adult interaction. Staff use toolkits to help them assess children's involvement and well-being, self-regulation and creativity. This ensures that they address gaps in children's learning swiftly and skilfully. This supports children to make exceptional progress from their starting points.

- Staff encourage children to be independent at every opportunity. For example, there is an allotment style area for many plants and a polytunnel for tomatoes. Children plant and harvest the vegetables. They then either cook and eat the produce or sell it. If they sell it, they can decide how to use the money. They often choose to spend it on resources such as plants for the eco-pond, which they select themselves.
- Children's behaviour is excellent. Staff have exceptionally high expectations of them. For example, children walk from one area of the nursery to another on their own. Staff send a message relaying this to each other, using walkie-talkies. Children's attitudes to learning are exemplary. They follow instructions without question. For example, children express their eagerness and excitement while waiting for their turn to feed the animals or to add a log to the open fire.
- The setting has an extremely high retention of staff. Children report that they have known the leader since birth. The impact of this on children is that they benefit enormously from the same consistent key person. They build trust and attachment and learn how to nurture relationships. This is invaluable in building self-worth, resilience and school readiness.
- Leadership is highly effective and visionary. Leaders are passionate about sustainable approaches to achieving ambitious goals for the nursery. The leader is 'hands on' and supports staff very successfully in implementing plans. The nursery is an ever-evolving work in progress. Staff ensure that the children learn by beginning to understand how to care for their nursery and, by extension, their planet.

Safeguarding

The arrangements for safeguarding are effective.

The staff aim is to build the confidence and independence of the children by supervising risk taking. For instance, when the leader lights the firepit, the children patiently wait for their turn to add a log or stick. This is an opportunity for the staff to hold an impromptu science lesson. The children are told about the conduction of heat through metal. They say that they will stand back and that the metal will get hot. Staff are well trained to understand the needs of children with special educational needs and/or disabilities. They swiftly refer children when needed. This means that children get help from external specialists, whose intervention supports them to reach their full potential. Staff are knowledgeable about the signs and symptoms of abuse and are confident that they know how to report concerns

Setting details

Unique reference number	2602536
Local authority	Kent
Inspection number	10262868
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	23
Number of children on roll	23
Name of registered person	Mr Noah's Nursery School CIC
Registered person unique reference number	2602535
Telephone number	07926380434
Date of previous inspection	Not applicable

Information about this early years setting

Mr Noah's Nursery School CIC registered in 2020. It is situated in woodland at Gills Green, Hawkshurst, Kent. The nursery school opens from Monday to Friday, during term time only, with the exception of Thursday afternoons. Sessions are from 9am until 4pm. The nursery school provides funded early education for two-, three- and four-year-old children. There are four staff, one of whom holds relevant qualifications at level 3. The manager is a qualified teacher.

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 completed a learning walk with the inspector and discussed how the curriculum and setting are organised.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector held discussions with managers, children and staff at convenient times during the inspection and took account of their views.
- The manager and the inspector conducted a joint observation of an adult-led activity and evaluated the impact on children's learning and development.
- The inspector reviewed a sample of relevant documents, including suitability checks and first aid.

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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