

Inspection of Glebe House Day Nursery Ltd

226 New Hythe Lane, Larkfield, Aylesford, Kent ME20 6PT

Inspection date: 9 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive ready to engage in their chosen play. Staff know their key children well. They understand their differing learning needs and assess their development successfully. This enables them to plan effectively for what children need to learn next. Staff are highly aware of babies' non-verbal cues and gestures. For example, they know when they need their milk or comforter. Babies seek comfort and reassurance from staff, which they give willingly. Staff are respectful of the babies' opinions. They ask if they can change their nappies, ensuring this does not disrupt babies' learning experiences.

Toddlers learn to use tools successfully. They use cutters, hammers and rollers to make patterns and marks in the dough. Staff encourage children to explain how the dough feels. Children share their views on activities. Staff give toddlers options for what they would like to play with, indoors and outdoors, and children voice their desire for toys to be set out. Older children receive gentle reminders and explanations about the consequences of their actions. Staff explain why they should not run indoors. Pre-school children seek staff for support to resolve issues. This enables them to resolve minor conflicts quickly and for children to develop good friendships and awareness of cooperation. Older children sit enthralled at group story times. They show good problem-solving skills and clear recall skills during the story.

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

- The manager has a very good understanding of the intentions for the curriculum across the nursery. Her knowledge of each child's individual learning needs shines through. From the outset, there are clear systems in place to gain vital information from parents about children's levels of development, which remains ongoing.
- The manager ensures that targeted plans are put in place for children where potential gaps in learning are emerging. They seek additional support and training for staff at the earliest moments. This helps to ensure that staff are able to close these gaps promptly and swiftly.
- Occasionally, staff do not make the best use of the areas available to further engage children in learning opportunities. For example, staff caring for toddlers use a smaller room at times when some are becoming tired and are less interested in the experiences available. Sometimes, pre-school children do not have access to the outdoor area and occasionally disrupt other children's play.
- The manager and staff have a secure understanding of the sequence of learning, knowing that children need to practise skills to ensure their learning is embedded. They liaise closely with parents to confirm skills that children are learning, which ensures consistency. The manager and staff understand the

importance of repetition in children's learning, such as re-reading favourite stories.

- The manager has a secure awareness of assessing the quality of staff's practice. Staff undertake observations of their colleagues' interactions with the children. These processes are effective in enabling a positive attitude towards continuous improvement and staff development.
- Children thoroughly enjoy story sessions. Staff talk with babies about the characters, and they lift the flaps on the pages. Staff encourage babies to make the noises of the animals and to repeat the names. For example, they talk about how the crocodile's jaws snap.
- Staff embrace children's family backgrounds, home languages and cultures. Children learn about different languages. They use words in foreign languages, such as 'bonjour', and understand that they are speaking French. For children who speak more than one language, this enhances their sense of belonging.
- Sometimes, staff do not use the correct pronunciation of words. Babies and children then use and copy staff, saying 'ta' instead of 'thank you', for example. These aspects do not further support children's speaking skills.
- Partnerships with parents are good. Parents comment that they have 'mastered the perfect balance of professional childcare with a family feel'. They state that their children thrive in the environment, and they praise staff for their 'recognition of equality and diversity'.
- Staff access a wealth of training courses and have opportunities to develop their professionalism. There are effective procedures in place to support staff's well-being. For example, staff can access 'well-being days' as needed. Staff comment about the supportiveness of both the provider and manager.

Safeguarding

The arrangements for safeguarding are effective.

Staff know their role and responsibilities in keeping children safe. They understand the procedures to follow if they have a child protection concern. They have a clear understanding of safeguarding issues, such as cultural practices, domestic violence and grooming. Staff complete regular training on safeguarding, which helps to keep their knowledge current. This supports children's welfare. Children develop a secure understanding of their own safety. For example, toddlers learn through clear direction from staff to go up the steps and then down the slide. Staff complete daily assessments of the environment to enable children to remain safe.

What does the setting need to do to improve?

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

- strengthen how staff make the most effective use of the areas available to more consistently engage children in learning

- provide children with the correct pronunciation of words to help further enhance their speaking skills.

Setting details

Unique reference number	127202
Local authority	Kent
Inspection number	10264623
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	76
Number of children on roll	82
Name of registered person	Glebe House Day Nursery Limited
Registered person unique reference number	RP907613
Telephone number	01732 844982
Date of previous inspection	21 June 2017

Information about this early years setting

Glebe House Day Nursery Ltd registered in 1995. It is located in Larkfield, Kent. The nursery is open Monday to Friday, from 7.30am until 6.30pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 24 members of staff, of whom 20 work directly with the children. All staff hold relevant early years qualifications, and two members of staff hold early years professional status.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken this into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and interacted with children.
- Parents shared their views of the setting with the inspector.
- 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.

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