

# Inspection of Lenham Nursery School Limited

Lenham Nursery School Limited, Lenham Primary School Ham Lane, Lenham, MAIDSTONE, Kent ME17 2LL

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Inspection date: 9 February 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and confident in this harmonious and welcoming environment. They behave well, as they learn to follow routines and understand what staff expect of them. Children learn to be respectful and caring towards others. For example, they help one another to collect the spilt sparkly craft materials. Children demonstrate kindness and help fetch their friend's drink when they identify that they may need it.

Children have many opportunities to develop their communication and language skills, particularly those who speak English as an additional language. Staff speak to children clearly and help them to extend their vocabulary, which children then use in their play. Children learn well in small groups, and staff help them to develop their understanding, listening skills and ability to concentrate for short periods.

Children feel safe and secure. They play well with one another, learn to negotiate with other children and confidently share their ideas. Children work together to create 'cosy areas'. They snuggle up and enjoy looking through their favourite story. Children choose from the wide range of books and enjoy listening to the stories staff read enthusiastically, as well as borrowing books from the local library. This enables children to develop a love of literacy.

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

- Staff plan appropriate activities to support learning, which are based on children's interests. They monitor children's progress and identify any gaps in learning. Generally, staff skilfully implement children's next steps in learning into their chosen play. However, on some occasions, staff interactions are not always meaningful or focused enough to support children's learning. As a result, children do not remain consistently engaged and do not benefit from these interactions.
- Children's mathematical knowledge is supported well. Staff help children to notice numbers in the environment and count throughout their activities and routines. Children learn to recognise numerals and use positional language in conversation.
- Children develop their independence skills well. They get their own coats and put them on in preparation for going outside. Children know when to thoroughly wash their hands and make independent choices in their play and exploration. Children make good progress and are well prepared for the next stages of their learning.
- Additional funding is used well to ensure that children have rich first-hand experiences that enhance their learning. For example, they have learned

relaxation techniques taught by outside agencies. Children are eagerly anticipating the arrival of chicken eggs to nurture and watch them hatch. This helps to broaden their knowledge of the world around them.

- Partnerships with parents are strong. The manager and staff communicate daily with parents and keep them informed on the progress their children make. Parents speak highly of the nursery and the support they receive. They comment that they are very happy with the staff and the service provided. Parents describe how they particularly appreciate the detailed and regular communication.
- Transitions to school are well supported. The manager has good links with class teachers from the host primary school. She shares relevant information prior to children starting school to support continuity in their learning.
- Children with special educational needs and/or disabilities (SEND) are well supported. The manager and staff work effectively with external agencies to address the needs of children with SEND, enabling them to make good progress.
- Children develop their physical skills effectively. They enjoy being outside in the fresh air. Children work collaboratively to swing in the large tree swing and are learning to assess and manage risks to keep themselves safe. However, staff do not fully capture learning opportunities that arise, to develop children's understanding of healthy eating habits.
- The manager is passionate and enthusiastic. Regular evaluation and effective team working contribute to a generally well-organised provision. Staff have good opportunities for professional development. They access a wide range of training topics and support from the nursery management.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs and symptoms that may indicate a child is at risk of harm. They understand who to contact if they have any concerns about the welfare of a child and have a clear understanding of the setting's whistle-blowing policy. Staff are aware of wider safeguarding issues, such as 'Prevent' duty. The manager has robust recruitment procedures in place. She completes ongoing checks to ensure the suitability of staff. Daily risk assessments help to make sure the environments are free from hazards.

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

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

- improve children's understanding of the importance of healthy eating
- strengthen the support for staff to keep their interactions with children meaningful so that learning is always purposeful and matched to what children need to learn next.

## Setting details

<b>Unique reference number</b>	127314
<b>Local authority</b>	Kent
<b>Inspection number</b>	10264473
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	20
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Lenham Nursery School Limited
<b>Registered person unique reference number</b>	RP523241
<b>Telephone number</b>	07967128056
<b>Date of previous inspection</b>	16 June 2017

## Information about this early years setting

Lenham Nursery School Limited registered in 1998. It is located in Lenham Primary School, in Lenham, Kent. The nursery is open Monday to Friday, from 8.30am until 3.30pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 8 members of staff, two of whom hold a relevant early years qualification at level 6, with two more members of staff qualified at levels 2 and 3.

## Information about this inspection

### Inspector

Kimberley Luckham

## Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the nursery.
- The manager took the inspector on a learning walk and discussed the learning experiences planned for the children.
- At appropriate times during the day, the inspector spoke to parents, children and staff and took their views into account.
- The inspector spoke with the manager and staff about their responsibilities in keeping children safe from harm.
- The manager and the inspector observed the interactions between children and staff and discussed the learning that took place.
- The inspector reviewed documents relating to safeguarding, staff suitability and record keeping.

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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