

Inspection of Littleview Day Nursery

Brionne Gardens, Tonbridge, Kent TN9 2HE

Inspection date: 10 May 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children of all ages are settled, confident and very happy during their time in the warm and welcoming nursery. Staff embed their chosen curriculum effectively. This helps children to remain eager to participate in the motivating activities that staff plan for them. For example, babies explore different senses and learn about their sense of smell. This includes mixing materials, such as herbs, in water. Older children are excited to learn about the life cycle of a frog and are keen to watch the progress of their tadpoles. Children are imaginative and bring their own ideas to life. For instance, they initiate larger group games where they use bikes and funnels as a communication tool to mimic being at a drive-through of a restaurant together.

Staff are positive role models, and all children know what is expected of them. Even the youngest children are polite and behave very well. Children gain good social skills as they play happily together and share and take turns, showing good levels of maturity. Children talk about the importance of healthy lifestyles. This includes the benefits of brushing their teeth. Children of all ages develop good physical skills. For example, younger children negotiate age-appropriate balancing equipment, such as stepping stones. Older children explore different ways to move, such as safely climbing up a step ladder and using a hammock to swing with confidence.

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

- Children feel safe and secure and have high levels of involvement and well-being. This is due to the positive relationships staff establish with them as soon as they start at the nursery. Children are eager to engage in their learning experiences with enthusiastic staff and are happy in their presence.
- There is a highly effective staff team, which is well supported by the dedicated and experienced manager. They work well together, and staff morale is good. Staff closely monitor the good quality of education and care they provide children. For example, the manager routinely observes staff, and staff observe each other teaching children. They share constructive feedback and evaluate their practice so they can continue to make improvements.
- All staff attend regular and beneficial training. They have recently learned about the varying ways to support all children to communicate effectively. This includes using sign language. All children respond positively and communicate with confidence. Staff widen children's vocabulary well. For example, they teach children the meaning of new words, like herbivore and carnivore.
- The manager and staff establish positive partnerships with parents, who speak very highly of them. For example, they comment that their children's development is evident and impressive. Staff keep parents well informed about

their children's development, achievements and next steps in learning. Staff establish a consistent link between home and the setting. For example, children take home 'Tapestry bear', which they take on 'adventures'. They are excited to come and share the news of their time together with their friends back at the nursery.

- Overall, staff's teaching skills and knowledge are good. However, there are minor inconsistencies in some practice. This includes supporting children to further understand the wider world and helping older children to understand the benefits of following healthy routines more consistently. Arrangements are not fully effective in identifying minor inconsistencies in some practice.
- All children have a positive attitude towards their learning. Staff support all children to make good progress. This includes those children with special educational needs and/or disabilities and those who speak English as an additional language. Staff know the individual needs of children and meet them well. For instance, staff use visual signs effectively to communicate with children, where needed. Staff learn key words, such as 'hello', in other languages children speak, such as Japanese. This helps children to learn and celebrate the cultural heritage of their friends.
- The manager and staff establish positive partnerships with other early years professionals. This includes staff at settings children also attend. They regularly share children's achievements and learning with them. This helps staff to provide children with a positive and consistent approach to their shared care and learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure and confident knowledge and understanding of safeguarding and child protection policies and procedures. This includes having a good awareness of what to be vigilant for regarding all signs and symptoms of abuse. Staff know who they would contact to seek advice and how to raise and follow up any potential concerns. Staff encourage children to learn how to stay safe. This includes following well-embedded rules and boundaries, such as no running indoors. Older children are confident to tell visitors to the nursery the rules and boundaries they are expected to follow to help keep everyone safe.

What does the setting need to do to improve?

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

- strengthen the monitoring arrangements for consistency of staff interaction with children.

Setting details

Unique reference number	EY242689
Local authority	Kent
Inspection number	10280697
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	0 to 4
Total number of places	25
Number of children on roll	28
Name of registered person	Hillview School for Girls Academy Trust
Registered person unique reference number	RP908146
Telephone number	01732 353004
Date of previous inspection	29 September 2017

Information about this early years setting

Littleview Day Nursery registered in 2002. It is located in Tonbridge, Kent. The setting is open Monday to Friday, from 8am until 5pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs eight members of staff, all of whom hold relevant early years qualification at level 3 and above. This includes three members of staff who have a relevant early years qualification at level 5.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children and staff at convenient times and considered their views.
- The inspector reviewed a high number of positive written feedback from parents and took their views into consideration.

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