

Inspection of Harpers Nursery school

Harpers Farm, Summerhill, Goudhurst, Cranbrook, Kent TN17 1JU

Inspection date: 15 May 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this nurturing and calm environment. Staff are exemplary role models. They are highly skilled in developing warm and respectful relationships with children and their families, and they actively encourage children to be helpful, caring and kind to others. Staff are sensitive, and they use children's individual, real-life experiences to develop their awareness of the world. For example, a child's recent visit to hospital led to a role-play opportunity of simulating a doctor's surgery. This gives children an excellent awareness of additional needs, including special educational needs and/or disabilities (SEND).

Children are extremely well mannered, demonstrating advanced social skills for their age. They regularly praise their friends for their efforts, using phrases such as 'well done' and 'great job'. This highlights children's high levels of emotional awareness and shows their advanced self-regulation skills. Staff have exceptionally high expectations for all children and place high importance on supporting children's independence skills. For example, children independently prepare and serve snack to their friends, with very little adult support. Snack time is a fantastic experience for children to build their confidence and social interactions, especially for those affected by the COVID-19 pandemic and those who need extra support.

Children have myriad opportunities to learn about the world. Staff actively encourage children to develop a in-depth understanding of the life cycle of animals. They regularly observe the seasonal changes and enjoy watching creatures, such as chicks, tadpoles and caterpillars. As a result, children remember new words they have learned, such as 'chrysalis' and 'incubator'. Staff have implemented technology into children's learning, which allows children to watch the mother bird return to her nest and feed her chicks. This helps children to gain an impressive understanding of the wider world.

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

- The curriculum is ambitious, creative and inspires all children to learn about the world around them. Staff are extremely knowledgeable, highly skilled teachers. They follow children's interests exceptionally well, adapting conversations and activities to best support children's learning. Children are making rapid progress in their learning and development as a result of the consistent opportunities to build on their knowledge and skills.
- Staff provide a language-rich environment. Children have an abundance of opportunities to engage in exciting conversations with staff. For example, as they engage in a bug hunt, staff introduce words such as 'burrowing' and 'centipedes'. Staff have recognised the impact of the COVID-19 pandemic on children's communication skills, so they plan activities to target this. For

example, children engage in a bingo game, where they independently take turns to describe each card. As a result, children are developing excellent language skills by extending their vocabulary, learning new words such as 'bannisters'.

- Children display consistently positive attitudes towards their learning. They are active, independent learners, who thrive due to the learning experiences and stimulating resources available to them. For example, children display high levels of focus as they engage in role play in the mud kitchen. Children spend prolonged periods of time following recipe cards to create their own 'spring rolls'. They show pride in their achievements as they share what they have made with staff and their friends. This reflects children's advanced social skills and gives them the opportunity to celebrate their success.
- The managers and staff work incredibly closely and take swift action in making referrals for children with SEND. The communication between staff, parents and other external agencies is exceptional. They share information regularly, such as progress checks, to discuss any concerns or gaps in children's learning. The manager invests heavily in the well-being of all children and ensures that children receive the support they need. Children with SEND are making good progress in their learning.
- Parents are extremely complimentary of the staff and setting. They value the support they receive to extend children's learning, including support for toilet training. Parents comment on the abundance of learning opportunities available to the children and particularly like the access they have to outdoor spaces. They refer to staff as 'nurturing, caring and friendly' and say the care their children receive is 'outstanding'.
- The inspirational manager works extremely closely with her long-standing staff to embed foundations for children's early years education. She uses highly effective evaluation strategies with her team. For example, they regularly observe one another and the manager to provide constructive feedback. This shows their passion and dedication to improving their already outstanding practice, which is worthy of sharing with others.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding throughout the setting. Staff display exceptional knowledge of their responsibilities and have robust procedures and policies in place to protect children from harm. The manager uses supervisions effectively to conduct safeguarding discussions. Staff have excellent communication between each other and parents. They know what to do if they have concerns about the welfare of a child or if an allegation were to be made against a member of staff. Staff complete thorough daily checks to ensure that the environment is safe and suitable for children to use.

Setting details

Unique reference number	127225
Local authority	Kent
Inspection number	10279880
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	44
Name of registered person	Wickham, Claire Jane
Registered person unique reference number	RP909701
Telephone number	01580211236
Date of previous inspection	19 September 2017

Information about this early years setting

Harpers Nursery School registered in 1996 and is located in Goudhurst, Kent. The setting is open from 9am to 3.30pm, Monday to Thursday, term time only. The setting employs five members of staff, four of whom hold a level 3 qualification. The setting receives funding to provide free early years education for children aged 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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