

# Inspection of The Oaks Nursery

Hildenborough Primary School, Riding Lane, Hildenborough, Tonbridge, Kent TN11 9HY

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Inspection date: 25 May 2023

**Overall effectiveness** **Good**

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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 are happy, confident and content at this welcoming nursery. Staff provide a caring and nurturing environment for all children. Children receive a warm welcome as they arrive. This enables them to join activities and settle quickly. Children form strong bonds with staff, which secures their emotional well-being.

Children have access to plenty of fresh air and exercise as part of their daily routine. They have lots of fun as they race around the enchanting garden on ride-on toys. Children practise their balance and coordination skills as they carefully climb the low-level tree, independently assessing and taking controlled risks. Children enjoy planting flowers in the garden and learn how to nurture and care for them effectively. They engage deeply in their role play as they explore a range of natural materials in the mud kitchen to make cupcakes. Children have good opportunities to learn about the natural world around them.

Children's independence is well supported. Staff have high expectations, and children are taught to undertake many tasks for themselves. For instance, they know to put on jackets and boots before playing outside. They serve their own snack and skilfully pour drinks from a jug. Children make independent choices in their play and can access their own resources, such as water from the outside taps to add to their exploration.

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

- The manager and staff work well as a team. They take time to get to know the children well and reflect children's emerging interests in the activities they plan. They have established a clear curriculum that helps children build on their knowledge and skills to prepare them for the eventual move on to school. The staff plan effectively for each child's individual stage of development.
- Staff work as a team and provide good support for children with special educational needs and/or disabilities. They work closely with other professionals and parents to support children's care and learning. Staff identify children's needs quickly and put in place the extra support some children may need. This ensures that children make good progress from their starting points.
- The manager and staff place high priority on promoting children's language and communication well. They clearly emphasise keywords within their interactions and model the correct pronunciation back to the children. Staff speak to children clearly and narrate what children are doing to help them hear and learn new words. Children love books and stories, and staff read with enthusiasm, encouraging the children to interact. Staff provide appropriate challenges to motivate children and support their critical thinking skills.
- Staff model positive behaviour and polite manners and have clear expectations

for children's behaviour. Children generally behave well, and staff quickly and calmly resolve minor disputes when they arise. However, staff do not consistently provide clear explanations to help children understand how their own feelings and behaviour may impact on their peers.

- Parents are extremely positive about this 'friendly and inspiring' nursery. They feel fully informed and updated about their children's learning from the 'attentive' staff team. Parents state that their children love attending. They have seen lots of progress with their children's development and are supported to understand how they can extend learning at home. Parent partnerships are a strength of this nursery.
- Children are learning about healthy lifestyles. They demonstrate that they understand the importance of fresh air, exercise and staying hydrated. Staff provide children with healthy snacks and encourage them to try new foods, such as pink grapefruit. Children engage in snack time discussions and learn about the benefits that healthy foods have on their growing bodies. However, staff do not consistently develop children's understanding of how germs can cause harm, to promote fully effective hygiene practices.
- The manager is passionate and ambitious about providing the best possible care and education. The manager and staff continually reflect on the experiences children receive in the nursery. They identify what they do well and areas for future development. For example, they have recently improved a 'calm space' for children to relax and unwind as and when they need to, or where they can take time to play in a quieter environment.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their role and responsibilities to safeguard children. They know the signs and symptoms that may indicate children are at risk of harm or abuse. Staff are confident in the procedures to follow if they have concerns over the welfare of a child or the conduct of a colleague. The manager ensures staff complete regular child protection training and covers different aspects of safeguarding during team meetings. This helps staff to remain vigilant to any changes in children's behaviour or family situation. Staff understand the dangers and risks to children from radicalisation or extremist behaviour.

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

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

- improve teaching to help children develop their understanding of the impact of their behaviour on others
- improve staff's interactions during planned activities to consistently promote

effective hygiene practices.

## Setting details

<b>Unique reference number</b>	127700
<b>Local authority</b>	Kent
<b>Inspection number</b>	10289065
<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>	40
<b>Name of registered person</b>	The Oaks Nursery Committee
<b>Registered person unique reference number</b>	RP522622
<b>Telephone number</b>	01732 834401
<b>Date of previous inspection</b>	10 November 2017

## Information about this early years setting

The Oaks Nursery opened in 1994. It operates from a mobile unit in the grounds of Hildenborough Primary School near Tonbridge, Kent. The nursery accepts funding for free early education for children aged two, three and four years. The nursery is open each weekday from 8.30am to 3.30pm during term time only. There are six members of staff. Of these, four hold appropriate early years qualifications at level 3. One staff member holds qualified teacher status.

## Information about this inspection

### Inspector

Kimberley Luckham

## 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 manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- 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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