

# Inspection of St Margarets Nursery

St. Margarets Nursery, Sea Street, St. Margarets-at-Cliffe, Dover CT15 6SS

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Inspection date: 7 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff create an inviting environment that encourages children into the setting. Children separate well from their parents and carers and they are greeted by the friendly staff as they arrive. Staff have developed strong bonds with children. They are attentive to children's needs, offering cuddles and reassurance to help settle children. This helps them to feel emotionally secure.

Staff have high expectations for children. They recognise areas where children need more support, such as turn-taking. Therefore, they plan activities effectively which help children to practise these skills. For example, staff provide opportunities to encourage children to follow step-by-step instructions. Children display high levels of respect to staff and are eager to join in with adult-led group activities. Children display strong friendships. They develop their imagination as they create their own games using bicycles and planks.

Children thrive in the outdoor space. They enjoy the freedom of being outside, and display high levels of engagement as they play and explore. Staff deploy themselves well, ensuring children have plenty of opportunities to engage in meaningful learning and activities. For example, as children show an interest in the sand pit, staff extend their learning and encourage children to count the scoops of sand before pouring them into the bucket. This helps to develop children's mathematical knowledge.

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

- Staff promote good hygiene practices effectively, especially since the COVID-19 pandemic. Children have a secure understanding of the expectations regarding handwashing. For example, as they arrive, they know to wash their hands before engaging in play. Staff support children to stay safe in the hot weather. For example, they are encouraged to wear hats and help put on their own sun cream. This helps children to understand how to keep themselves safe.
- Staff take children on regular outings and trips around the local community. They plan outings effectively to give children experiences they may not otherwise have. For example, children benefit from visits to the church, castle and wildlife parks. These experiences allow children to develop their knowledge and understanding of the wider world we live in.
- Children are confident talkers. They display positive attitudes towards their learning and are eager to share their ideas. For instance, during a messy play activity, they use words such as 'gooey' and 'sticky' to describe the texture. However, staff are not fully effective in teaching children the importance of listening to their friends. This results in children talking at the same time, which increases the noise levels. This distracts children's ability to remain focused on

the activity.

- The manager has established secure relationships with the local schools. They organise regular meetings for children to interact with older children from the school. This helps children to become familiar with their new learning environment, preparing them for their future in education.
- Staff support children to live healthy lifestyles. They offer hot, nutritious meals and work closely with parents to provide healthy packed lunches. Children show a secure understanding of the expectations at mealtimes. They know to find their name tags before sitting at the table. Children compare differences in their lunches, such as sandwich fillings, which promotes discussions about likes and dislikes. This helps children to develop a good awareness of healthy food choices.
- Staff provide opportunities for children to practise their turn-taking skills. Children receive praise and encouragement when they wait patiently. However, at times, staff are not consistent in ensuring children develop an understanding of why behavioural rules are in place. For instance, while playing on the bicycles, children crash into one another and are told to stop. Staff do not explain to children why they need to stop to help them develop an understanding of the impact of their actions. This does not help give them the knowledge to apply to the same situation in the future.
- The manager displays strong leadership skills. She is dedicated to enhancing staff's knowledge and skills. She works in collaboration with other agencies to share ideas on different areas of training. For example, staff have recently engaged in a Makaton course to further support children with their communication skills. This helps staff to keep their knowledge up to date, ensuring children have the best learning experiences.

## Safeguarding

The arrangements for safeguarding are effective.

Staff display good safeguarding knowledge. They understand the potential signs and symptoms of abuse, and have procedures in place for reporting concerns. Staff complete regular safeguarding training to ensure their knowledge is kept up to date. Staff ensure children are well supervised and risk assessments are carried out to ensure the environment is secure. The manager understands her legal duty to protect children from harm. She has robust recruitment procedures in place to ensure suitability checks are carried out. The manager knows who to contact if an allegation is made against herself or a member of staff.

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

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

- help children to learn the importance of listening to others, to develop their

social skills even further

- support staff to provide further explanations to children so that they learn why behaviour rules are in place.

## Setting details

<b>Unique reference number</b>	2651350
<b>Local authority</b>	Kent
<b>Inspection number</b>	10301685
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	40
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	ST MARGARETS NURSERY
<b>Registered person unique reference number</b>	2651348
<b>Telephone number</b>	01304853352
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

St Margarets Nursery re-registered in 2021. The setting is located on the grounds of St Margaret's-at-Cliffe Primary School. The setting is open from 8.45am to 3pm, Monday to Friday, term time only. The setting employs 13 members of staff. Of these, two staff hold qualified teacher status, two hold a level 6 qualification and five hold a level 3 qualification. The nursery receives funding to provide free early education for children aged two, three and four years old.

## 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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- 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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