

Inspection of Beltinge Day Nursery

Reculver C of E Primary School, Hillborough, HERNE BAY, Kent CT6 6TA

Inspection date: 18 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 excitedly come into the nursery. They have formed strong bonds with the nurturing staff and enjoy interacting with their friends. The children feel safe and secure as they confidently investigate the activities on offer. For example, staff encourage children to explore different ways of removing the items from the blocks of ice. Children are curious and enjoy developing their problem-solving skills.

Staff support children to understand their emotions and encourage them to talk about how they are feeling. They give children clear, positive instructions so that children understand expectations. Staff have introduced 'golden rules' to help manage children's behaviour. Children are kind to their friends and willing to share resources. For instance, they take turns to try on the glasses as they role play at being opticians. As a result, children display positive behaviour and treat others well.

Younger children are keen to play in the water and skilfully use sponges to transfer the water into a variety of bottles. They build up strength in their hands and forearms as they squeeze the sponges. Older children practise using scissors as they cut up lavender to add to their play dough. They particularly enjoy squeezing the dough between their fingers as they mix the lavender in. Staff provide children with a wide range of activities to help them develop their fine motor skills and practise their hand-eye coordination.

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

- Opportunities for children to develop their communication and language skills are good. Staff encourage children to talk about what they are doing and make effective use of activities to support children to recognise letter sounds. For instance, staff explore the 's' sound with the children. The children squeeze the fruit and talk about it being slippery and slimy. The children confidently make up their own words as they describe the orange as 'fizzery'. Staff inspire children to have fun with words as the children develop their vocabulary.
- The manager has only been at the nursery a relatively short time. She brings with her a wealth of expertise and experience in nursery management. The manager works closely with the management committee. The committee members have a good understanding of their roles and responsibilities in running the nursery. The manager has identified areas of strength and has plans in place to continually improve and develop the nursery. She monitors staff and encourages them to undertake training to help them develop their practice.
- Staff constantly track and monitor children's progress. This helps to ensure that any gaps in children's learning and development are quickly addressed. The special educational needs coordinator and staff make sure all children with

special educational needs and/or disabilities have detailed plans in place to help them to reach their highest potential. The manager makes good use of extra funding so that children receive any additional support and resources they need.

- The curriculum staff plan has a clear intent for learning. Staff work closely with their key children and offer a variety of focused activities based on the children's interests and next steps. For instance, children enjoy exploring their senses as they smell the different herbs and spices. Staff encourage the children to use a pestle and mortar to grind the lavender flowers to release their scent. The children develop their independence as they practise new skills. However, during some adult-led activities, staff provide children with an overwhelming range of resources to use. Staff then lose focus, and the intended learning outcome is not always achieved.
- Parents and carers comment on how extremely pleased they are with the support they receive from the manager and staff at the nursery. Staff share information through face-to-face discussions and children's online learning records. Parents feel well informed about how to support their children's learning at home.
- Staff make good use of spontaneous events to engage children. For instance, the younger children see a fly in the room and call it a bee. Staff make very good use of technology to support the children to learn about the differences between a fly and a bee. Older children are excited to plant the orange pip they have found in their fruit to see if it grows. Staff provide the children with opportunities to investigate and learn about the world around them. However, on occasion, children are kept waiting for activities to start. Staff do not always make sure that the environment provides children with opportunities to engage in purposeful play.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of how to safeguard children. They regularly complete child protection training. Staff are familiar with the nursery's safeguarding policies and procedures. For example, they are aware of the procedures to follow for whistle-blowing and understand the importance of being alert to extreme behaviours and views. The management committee understands its roles and responsibilities in relation to supporting and managing the nursery. The manager has implemented secure recruitment and vetting procedures. This helps to ensure that all adults working with children are suitable to do so. The manager carries out thorough risk assessments and ensures that staff are deployed effectively throughout the day to maintain children's safety.

What does the setting need to do to improve?

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

- review how focused, adult-led activities are organised, to ensure there is a clear impact on children's learning
- continue to support staff to develop their already good practice and further raise the quality of teaching.

Setting details

Unique reference number	127013
Local authority	Kent
Inspection number	10301605
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	25
Number of children on roll	42
Name of registered person	Beltinge Day Nursery Committee
Registered person unique reference number	RP522783
Telephone number	01227 366311
Date of previous inspection	17 January 2018

Information about this early years setting

Beltinge Day Nursery registered in 1995 and is committee run. The nursery is situated in the grounds of Reculver CE Primary School, in Hillborough, near Herne Bay, Kent. The nursery operates Monday to Friday, from 8am to 6pm, for most of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The committee employ 12 members of staff, seven of whom hold a relevant early years qualification at level 3, and one member of staff has a level 5 qualification.

Information about this inspection

Inspector
Sara Garrity

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 joint observations with the manager to assess the impact of staff's teaching on children's learning.
- The inspector considered the views of parents and carers through face-to-face discussions and letters of reference.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector spoke to staff, children, and some members of the management committee at appropriate times during the inspection.

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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