

Inspection of Pegwell Bay Nursery

Baypoint Club, Ramsgate Road, Sandwich CT13 9QL

Inspection date: 5 September 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 are warmly greeted by staff at this caring setting. Babies are cuddled and comforted by kind staff who sing rhymes and songs to soothe and settle them. Older children eagerly explore the opportunities and activities set up. They enjoy collecting water in different-sized buckets, creating a mud lagoon together. Staff extend children's thinking by posing challenging questions and encouraging them to solve problems. For example, children work together to come up with different ways to make the lagoon bigger to stop the water escaping. This supports their imagination and creative skills.

Staff successfully promote children's independence. Children get ready for lunch quickly, washing their hands and serving themselves, spooning out their own portions. They help their friends by sharing the utensils, saying 'please' and 'thank you'. Staff have high expectations for children and are good role models. They frequently praise children. This promotes children's positive behaviour and attitudes. Staff plan a wide range of interesting and motivating activities for children based on their needs and interests. Children delight in talking about how tall the sunflowers they planted have grown. They explain that they are waiting to have a baked potato day when their home-grown potatoes are ready. This supports children's understanding of the natural world around them.

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

- Leaders and managers are passionate and proactive. They have invested in developing practice and provision. They are proud of the enhancements they have made to the environment for children and the journey they have been on. They actively seek out external support, such as specialist teachers and the local authority. This helps them continue to offer high-quality care and education.
- Parents talk highly of the wide range of experiences their children enjoy, such as extra football, yoga and ballet lessons. They appreciate the communication they have with staff. They talk of the positive settling-in processes. However, some parents report that they are not given ideas to help their children with their learning at home. This limits the amount of support they can offer.
- Staff talk highly of the focus on their well-being and the supportive nature of the setting. They appreciate the number of opportunities they have to develop their own knowledge and skills. For example, staff's interest in gardening and planting and their own spoken languages are used well to enhance children's experiences.
- Staff use children's interests to plan an effective curriculum. Children benefit from a language-rich environment where books and stories are plentiful. Young children enjoy exploring stories with staff and identifying different animals. Older children join in excitedly with a favourite rhyme and suggest ideas to adapt it.

This encourages a love of reading.

- Children with special educational needs and/or disabilities are well supported. Staff promote children's communication skills well by using sign language to help children express themselves. They use successful learning initiatives to support children. All children make good progress.
- Children who speak English as an additional language are encouraged to share words in their home languages. Where staff speak additional languages, they use these to help children settle in. Staff celebrate children's wider families. They recently hosted a grandparents' day, where children helped to make them a special tea. This promotes children's personal, social and emotional skills.
- Staff help children learn important skills for the future. Children help tidy up, responding immediately to requests from staff. They help their friends to scrape their plates at dinner time and wait for them to finish. They are polite and kind to each other. For example, children go and find additional resources so that their friends can join in with them.
- Staff have effective partnerships with local schools. They work together to provide smooth transitions for children starting school. Leaders and managers attend regular collaboration meetings with other settings to support information-sharing. However, for those children who attend more than one setting, information is not shared fully effectively to ensure continuity for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers take their responsibilities for ensuring the safety of children seriously. They have robust procedures and processes in place for recruitment, vetting and checking the ongoing suitability of staff working with children. They ensure that all staff have regular training so that their knowledge and skills are up to date. Staff know what to do if an allegation is made against a member of staff or if they are concerned about a child. Staff confidently explain where they can access advice and support. Leaders and managers ensure that their policies and procedures are appropriate and effective and that all staff know what to do in the event of an incident or accident.

What does the setting need to do to improve?

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

- strengthen arrangements for sharing information with parents to help them support and extend children's learning at home
- ensure information is shared effectively to provide continuity for those children who attend more than one setting.

Setting details

Unique reference number	EY552782
Local authority	Kent
Inspection number	10307707
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	49
Number of children on roll	64
Name of registered person	P B Nursery Limited
Registered person unique reference number	RP552781
Telephone number	01304695175
Date of previous inspection	18 November 2021

Information about this early years setting

Pegwell Bay Nursery registered in 2017 and is situated in Sandwich, Kent. The nursery is open from Monday to Friday, from 7.30am to 6pm, for most of the year. The provider is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The provider employs 14 members of staff, of whom one holds qualified teacher status. The manager holds a level 4, and nine staff hold a level 2 or above qualification.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and the inspector carried out a joint observation during lunchtime.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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