

Inspection of Lullabies

c/o Palmarsh Primary School, St George's Place, Hythe, Kent CT21 6NE

Inspection date: 12 March 2024

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children become extremely motivated and independent learners as they confidently explore the stimulating learning environments, indoors and out. Staff use their comprehensive knowledge of each child to offer a challenging, exciting curriculum. They very successfully organise the space and resources to build on children's curiosity. The youngest children develop their mobility as they pull themselves up on the carefully placed furniture. They have constant opportunities to learn through the good range of sensory and craft activities. For example, with the encouragement of staff, children explore and mix colours, rolling cars through paint to make pictures. Older children laugh and chat as they create elaborate games with their friends. Children concentrate well on their chosen tasks, such as completing puzzles. They carefully study the picture they are aiming to recreate and appreciate the gentle hints that staff provide to look out for specific features and colours.

All children receive good support from staff to learn how to behave, including clear explanations and gentle reminders when needed. The warm, caring interactions of staff help children to feel safe and secure. They understand routines and are eager to help with tasks such as tidying away toys and helping to prepare snacks. Children are kind, caring and form friendships. Even the youngest children understand how to share and take turns.

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

- The leadership and management of the nursery are strong and effective. A range of well-thought-out changes have significantly improved the quality of the provision. Changes to the learning environments, indoors and in the outdoor play spaces, have very successfully enhanced the provision for all children. In addition, well-targeted training has increased the knowledge and confidence of staff.
- Staff work very well as a team and share information effectively to ensure that children's individual needs are understood and met well. Staff are skilled at knowing when to lead children's learning and when to step back to allow them to learn through discovery. They are always on hand to provide additional resources or suggestions that extend children's learning and enjoyment.
- Although the organisation of the day is generally effective, the group time for older children is not as well planned as other aspects of the routine. This session takes place during the busy period just before lunch. Staff use this time to offer very valuable learning opportunities to the large group, such as discussing the names of baby animals. Children learn to listen and concentrate. This provides them with a unique opportunity to experience situations similar to those they will experience when they go to school. However, children who are lunchtime

'helpers' miss out. In addition, children's concentration is interrupted by the comings and goings of those who need support in their toileting.

- There are good arrangements to support children to understand and respect the similarities and differences of people in their local community and in the wider world. For example, staff read stories that positively reflect different family make-ups, such as single-sex parents. Children also learn about a range of cultural events and festivals such as Eid, Chinese New Year and saint's days from all parts of the United Kingdom.
- Overall, partnerships with parents are strong. Children benefit from observing the friendly interactions between the staff and their parents. This adds to their sense of security. Staff provide parents with a lot of information about the activities that children have enjoyed and the progress that they are making. However, this does not generally include precise information about the next steps planned for each child to help parents to extend learning at home.
- Staff promote children's health well. They ensure that the children are dressed in warm, waterproof clothes to enable them to play outdoors in the rain. Children enjoy nutritious meals that reflect their individual dietary requirements. Staff provide good support for children to learn to manage their own personal care. For example, they teach them the importance of healthy eating and regular handwashing. Staff also provide activities and resources, such as large models of teeth, that help children to learn about oral health.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and improve the organisation of whole-group activities for older children so that they are all able to benefit from the valuable learning opportunities taking place
- enhance information-sharing with parents to offer more precise details of the next steps planned for their children, to support parents to extend learning at home.

Setting details

Unique reference number	EY428701
Local authority	Kent
Inspection number	10315074
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	0 to 4
Total number of places	42
Number of children on roll	70
Name of registered person	Wells, Elizabeth Anne
Registered person unique reference number	RP909589
Telephone number	01303260303 07724736574
Date of previous inspection	28 September 2023

Information about this early years setting

Lullabies registered in 2011 and is located in the grounds of Palmarsh Primary School, in Hythe, Kent. The nursery is open each weekday, from 8am to 6pm, for 50 weeks of the year. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 13 members of staff, nine of whom hold appropriate early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Liz Caluori

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 led the inspector on a learning walk around the nursery. She explained the changes that had taken place since the last inspection and the aims for children's learning.
- The inspector observed the interaction of staff and children in all areas of the nursery and evaluated the quality of teaching.
- The deputy and the inspector completed a joint observation of an activity involving the older children.
- The inspector considered the views of parents spoken to during the inspection and received via email.
- The inspector spoke to staff and children during the inspection and considered their views.
- A range of relevant documentation was scrutinised.

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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