

Inspection of N Tunbridge Wells

Hanover House, 18 Mount Ephraim Road, Tunbridge Wells TN1 1ED

Inspection date: 24 April 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children and their families flourish at this inspirational nursery. The management team demonstrates excellent leadership and professionalism, putting quality care and the community at the heart of its practice. Children thrive as they learn in the child-centred, safe and stimulating environment. Staff expertly teach a curriculum that gives every child the lifelong skills they need to support their future learning, and the knowledge they need to succeed in the modern world.

Staff develop exceptionally strong and nurturing bonds with the children, who are reassured by the familiarity of routines and the staff expectations of their behaviour. Children's opinions, views and ideas are welcomed by all staff. From young babies learning simple signs and words, to older children speaking on the children's council, staff listen and respond with care, empathy and consideration. Children know that they are important and that their unique characters and lives are special to the staff. Children learn to accommodate each other's ideas, leading to harmonious and joyful play experiences.

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, develop and learn in an age-appropriate way that suits their interests and stage of development. They are guided by staff who are tuned in to their individual needs and who expertly make learning enticing and fun.

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

- The exemplary leadership team demonstrates total dedication to providing the highest quality care and education for all children. Leaders are highly reflective and evaluate all aspects of practice and the environment to provide children with a safe, exciting and motivational space to learn. They value and respect the work of all staff, whose well-being is of the utmost importance to them. There is excellent support, advice and training for all staff. Staff comment on how much they love working in the nursery and the connections they make with the children and their families. They relish the opportunities they have to develop their teaching further.
- Staff deliver a curriculum that takes children through a highly sequenced and inspirational learning journey, from babyhood to when they go to school. They develop what children know and can do to give children focused opportunities to build their skills and knowledge over time. For example, young children play with ice while older children eloquently talk about animals that live in icy places, such as the Arctic.
- Staff support children to gain exceptional communication and language skills. Children demonstrate how they can listen and respond to questions, seek

information, and express their imaginative ideas. Staff cleverly use books, rhymes and songs to develop children's use of words. For example, babies repeat simple words while older children confidently retell and predict what will happen in familiar stories.

- Children's behaviour is excellent. Staff create a culture of respect, understanding and politeness. They observe how babies communicate and step in quickly to support their emotional needs. Older children can describe their feelings and emotions and can regulate their behaviour appropriately. Children respond to each other's needs when they play, while developing lovely friendships.
- Staff use creative teaching strategies to ensure that learning is fun. For example, children develop their communication and writing skills when they join the 'safety squad' to assess the risk of the outdoor area. They strengthen their communication skills when they talk about what they have found, and they grow in confidence when they share this with other adults.
- Children develop excellent physical skills. Staff reflect on what children need, and seamlessly adapt equipment and activities to enable all children to enjoy being active. Children benefit from activities that improve their balance, strength, spatial awareness and coordination. Babies use specially designed furniture to help pull themselves up to standing, and they have ample space to crawl and explore. Young children develop strength and control when they play with dough and build with bricks.
- Staff support all children to be confident, capable and independent. Mealtimes are a sociable time, where children learn to feed themselves, serve their own food and use cutlery. Children understand how to keep themselves safe, such as by washing their hands before they eat. Staff speak with them about how they can stay healthy while they eat nutritious food.
- Staff plan a wide range of experiences to develop children's cultural awareness and to think about global responsibility. Children are motivated, curious and develop problem-solving skills. Over time, they begin to link what they know, such as Spanish words or what they have seen in the local arts centre, to build their understanding of the world around them.
- Leaders and staff create highly effective partnerships with parents, recognising that they are important in helping them successfully support children's learning. Parents talk about how they feel valued as part of the nursery community. Leaders develop training, workshops and events to support parents and to share new ways to develop their children's well-being, learning and development.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2653241
Local authority	Kent
Inspection number	10332998
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	124
Number of children on roll	183
Name of registered person	N Family Hanover House Ltd
Registered person unique reference number	2653242
Telephone number	020 3865 7402
Date of previous inspection	Not applicable

Information about this early years setting

N Tunbridge Wells is located in Tunbridge Wells, Kent and registered in 2021. It is part of a chain of nurseries owned by N Family Ltd. It is open Monday to Friday, from 7am to 6pm, all year round. The nursery receives funding to provide free early years education for children aged two, three and four years. There are 41 members of staff, of whom 29 hold qualifications ranging from level 2 to level 6. One member of staff holds qualified teacher status.

Information about this inspection

Inspectors

Alison Martin
Michaela Borland

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors spoke with children and parents during the inspection and took their views into account.
- The manager and an inspector carried out a joint observation of a group activity.
- The inspectors 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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