Inspection of The Nursery at Folkestone College

East Kent College, 34-36 Shorncliffe Road, Folkestone CT20 2TZ

Inspection date:	25 September 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and are welcomed by their key workers. Strong relationships are built early on, helping children to feel safe and secure. They benefit from a well organised and thought out space, both indoors and outdoors, that meets their needs based on age and stage of development. For example, the baby room has a home-from-home feel, a comfy settee, rugs and cushions. The older children enjoy a range of creative areas and rooms are filled with natural resources that expand their curiosity about the world. Children benefit from a balanced curriculum that supports them in all areas of their learning. For example, they participate in arts and crafts sessions, enjoy the music lady with guitar and go on adventures to hunt for buried treasure.

Children are engaged in their play and given opportunities to develop their communication and attention skills, both indoors and outdoors. Meaningful conversations take place and staff use their skills effectively to extend vocabulary for babies and older children. From storytelling to role play and lots of praise, children are building on what they know and using that in interactions with each other. As children transition from the baby to pre-school room, they focus for extended periods of time and engage in learning that prepares them for their next stage in education. Children explore freely outdoors and are supported to develop their independence. Babies access a well-designed outdoor space that supports their physical development and helps them to prepare for the next stage of their learning.

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

- Managers have successfully implemented a curriculum that is clearly embedded across all rooms in the setting. They understand how to sequence and extend children's learning in appropriate stages, preparing them for the next stages in their learning and development. Children make good progress.
- Managers provide a high level of support for all staff. Less-experienced staff build on their knowledge through careful observations and mandatory training. Staff work well together to support children's learning.
- Overall, transitions between rooms are managed effectively. Key workers move with the children, creating continuity of care, which helps them to feel safe and secure. However, staff do not use visual aids consistently to help those that need additional support at key times of the day. This means, at these times, children are less engaged.
- Children's progress is monitored, and staff know the children well. They can identify next steps in learning that are appropriate for the age and stage of development. Therefore, children develop key skills that are based on their interests, helping to build confidence and participation.

- Staff promote good hygiene habits and encourage children to become independent as they complete simple tasks, such as washing their hands, serving themselves and tidying up. They also enjoy a range of healthy meals and snacks. Children learn the importance of making healthy choices.
- Managers have significantly enhanced the outdoor spaces to promote more physical activity and new learning experiences. A large vegetable patch, climbing frame, mark making and messy play area all further support fine and gross motor skills development.
- Partnership working with parents and other professionals is effective. Parents feel supported and are given regular updates on their child's development. These partnerships help to provide a consistency of care.
- Children get to enhance their knowledge and understanding of the world and celebrate differences through additional experiences and activities in collaboration with the local community. For example, by participating in the harvest festival and nativity at the local church.
- Staff seek out advice from others when needed. For example, staff use a sign of the week to promote children's communication. Children with special educational needs and/or disabilities are supported well.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- support staff to consistently implement strategies, which support children at transition times throughout the day.

Setting details

Unique reference number	EY552016
Local authority	Kent
Inspection number	10399512
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	0 to 4
Total number of places	44
Number of children on roll	46
Name of registered person	The EKC Group
Registered person unique reference number	RP533790
Telephone number	01303 858201
Date of previous inspection	4 December 2019

Information about this early years setting

The Nursery at Folkestone College registered in 2017. It is located in Folkestone, Kent. The setting is open Monday to Friday, from 8am until 6pm, all year round. The setting receives funding to provide early education for children aged two, three and four years. The setting employs 13 members of staff, 11 of whom hold relevant early years qualifications at level 2 or above. This includes one member of staff who holds a degree at level 6, and one member of staff who has early years professional status.

Information about this inspection

Inspector
Sonia Lee

Inspection activities

- The inspector viewed a range of relevant documentation.
- The provider and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the provider.
- The inspector spoke with staff and observed interactions with children.
- Parents shared their views about the setting with the inspector.

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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