

Nivan Lodge Pre-school Nursery



King Charles the Martyr Hall, Warwick Park, Tunbridge Wells, Kent, TN1 1YX

Inspection date	19 October 2016
Previous inspection date	20 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff make effective use of self-evaluation. They seek the views of parents, children and staff to help identify areas of their practice to improve. For example, parents are keen for the staff to develop an outside play area.
- There are effective links with local schools and other settings that children attend. Staff share information about children's progress and achievements, which helps to support continuity in their learning and care.
- Children are confident, happy and settled. They have good levels of emotional well-being and form warm, caring and trusting relationships with staff and other children.
- There are good partnerships with other professionals, which help staff to support children with special educational needs or disability effectively.
- Children make good progress and develop a good range of skills to prepare them for their future learning. For example, staff provide stimulating and engaging activities which reflect children's interests and support the next steps in their learning effectively.

It is not yet outstanding because:

- Staff do not consistently extend children's understanding and use of mathematical concepts.
- Staff do not provide children with a wide range of opportunities to help them develop and extend their early reading skills.

What the setting needs to do to improve further

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

- develop children's confidence in using mathematical concepts further
- build further on the range of opportunities to encourage and extend children's early reading skills.

Inspection activities

- The inspector checked staff's suitability and sampled a range of policies and procedures.
- The inspector and the manager observed children at play and held a discussion regarding their learning and progress.
- The inspector held discussions about safeguarding with the manager and other members of staff.
- The inspector spoke to parents, read their written comments and took account of their views.
- The inspector read the self-evaluation document.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have completed child protection courses and know the procedures to follow should they have any concerns about children's safety or welfare. They complete daily risk assessments to help identify any hazards in the environment. The manager has regular meetings with staff. This enables her to provide them with individual coaching and support, and identify their training needs. Staff attend courses which help them to meet the needs of specific groups of children. For example, they improved their knowledge and skills to help them provide targeted support for children with disabilities. This helps to raise outcomes for children. Parents are pleased with the regular and comprehensive information they receive about their child's learning and progress.

Quality of teaching, learning and assessment is good

Children have a wide range of opportunities to learn about the differences between themselves and others. For example, staff provide them with activities which introduce them to different foods and traditions from other cultures and customs. Staff help children to develop their communication and language skills. For example, they sensitively join in with children's play and ask them questions to help children to think and talk about what they are doing. Staff encourage children to use a range of words in their conversations. For instance, when asked what autumn leaves feel like, children describe them as being like popcorn.

Personal development, behaviour and welfare are good

Children behave well and understand the importance of taking turns, sharing and considering each other's feelings. Staff gently model and reinforce their expectations of children's behaviour. For example, they remind children quietly not to take others' toys until they have finished playing with them. Children have a good awareness of risk and safe practices. For instance, when playing in the role-play area, children put on oven gloves to open the oven door. Staff encourage children to manage their own personal care routines. For example, children find and know to use tissues to wipe their nose.

Outcomes for children are good

Children are motivated, confident and learn a wide range of skills that prepares them for the move to school. They are independent and have good social skills. For example, they freely lead their own play and include their friends in their activities. Children learn to persevere when faced with challenge, for example when completing puzzles that are more intricate. They have good levels of self-esteem and are keen to share their thoughts, ideas and feelings with staff.

Setting details

Unique reference number	127409
Local authority	Kent
Inspection number	1061327
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	29
Name of registered person	Brenda Jill Palmer
Registered person unique reference number	RP511906
Date of previous inspection	20 May 2013
Telephone number	07563908977

Nivan Lodge Pre-school Nursery registered in 1991. It is privately owned and operates from two rooms in a church hall in Tunbridge Wells, Kent. The pre-school nursery is open each weekday from 9am to midday during term time only. There are seven members of staff, all of whom hold appropriate early years qualifications. One member of staff has qualified teacher status. The pre-school nursery receives funding to provide free early education to children aged two, three and four years.

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