

# The Nursery at Broadstairs College

East Kent College, Ramsgate Road, Broadstairs, Kent CT10 1PN



<b>Inspection date</b>	24 April 2019
Previous inspection date	20 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- Staff provide children and babies with a well-resourced and welcoming environment. They can easily access a wide variety of toys that help support them to be active in their play and motivated to learn.
- Staff have established positive partnerships with parents. Parents receive information about their children's achievements. For instance, staff communicate regularly with parents about their children's progress, as well as holding more formal parent meetings, which helps to support children's learning at home.
- Children have daily opportunities to play in the constantly evolving outside area to develop their physical skills. For example, they explore different ways of moving and negotiate space as they interact with their friends.
- Staff give children plenty of opportunities to take managed risks in their play. For instance, children placed two crates on top of each other and climbed on top to enable them to reach up higher with the water hose.
- Staff effectively help to support children's early writing skills. For instance, children enjoy exploring the texture of the cornflour as they make marks in it and identify the letters in their names.
- Children are content and thoroughly enjoy their time at nursery. Staff support children who are moving between rooms and those going onto formal education. They have established effective settling-in procedures which help to support children's emotional well-being.
- Staff do not consistently challenge and make best use of available opportunities to help extend children's learning to the highest levels.
- At times, staff working with younger children do not organise routines and activities to ensure they are not kept waiting.

## What the setting needs to do to improve further

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

- continue to support staff to develop their skills and knowledge, to help ensure that teaching is of the highest standard in order to challenge children's learning further
- review and improve daily routines to help ensure younger children are engaged fully in their chosen activity.

### Inspection activities

- The inspector observed activities in all rooms used by the children.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including children's development information, staff records and policies and procedures.
- The inspector took into account the views of parents spoken to on the day of the inspection and from written information.
- The inspector observed staff's interactions with children and spoke to staff and children at appropriate times throughout the inspection.

**Inspector**  
Sara Garrity

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure knowledge and understanding of the procedures to follow if they have any concerns regarding children's safety and welfare. The manager deploys staff well to ensure babies and children are constantly supervised. He recognises the importance of having a strong staff team, and makes sure that staff continue their professional development. For example, staff update their qualifications and have attended short courses, such as letters and sounds training. They share the information with colleagues to help support children's learning. The manager has established strong links with other early years professionals and schools to help meet children's individual needs and provide continuity of care and learning.

### Quality of teaching, learning and assessment is good

Staff are adept at supporting children to develop their speech and language skills. For example, staff interacting with babies introduce new words such as 'sticky' as they explored the cooked spaghetti. Staff working with older children sensitively repeat words back so that children can hear them pronounced correctly. They make effective use of observations and assessments to help them identify children's next steps in learning and plan activities which motivate children to learn. For example, older children discover how materials react as they mix shaving foam with lemons to make interesting potions. Children have a wide range of opportunities to learn about their local community. For instance, staff take babies and older children on walks to the beach and visit the local shops to explore the world around them.

### Personal development, behaviour and welfare are good

Children's behaviour is good and appropriate for their age. Staff support them with learning how to share, such as using the sand timer to know when it is their turn to use the fire hose. Babies and children form close bonds with staff and enjoy their interactions with them, for example singing songs and playing musical instruments. Staff support children well to learn about healthy lifestyles. The nursery cook provides nutritious meals and snacks for the children. Children learn to respect and value their own and other people's similarities and differences. For instance, babies enjoy looking at mirrors, while older children make facial features using play dough and place them on the shape of a face.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress from their starting points. Older children develop strong social skills. For instance, they collaborate with friends to move containers of water from one side of the garden to the other to make mud pies. The children are confident and eager to help. For example, they scrape the food from their plates and place them in the bowl after lunch. Children are acquiring the skills needed for the next stage in their learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY479243
<b>Local authority</b>	Kent
<b>Inspection number</b>	10076138
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	The East Kent College Group
<b>Registered person unique reference number</b>	RP533790
<b>Date of previous inspection</b>	20 May 2016
<b>Telephone number</b>	01843605042

The Nursery at Broadstairs College registered in 2014 and is one of three owned by The East Kent College Group. The nursery is open Monday to Friday from 8am to 6pm, for most of the year. The provider employs 21 members of staff. Of these, 11 hold a relevant childcare qualification at level 3, three hold level 2, one holds level 6, two have achieved early years professional status and one holds early years teacher status. The nursery receives funding to provide free early education for children aged two, three and four years.

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