

# The Nursery School Brookland



The Church Rooms, High Street, Brookland, Romney Marsh, Kent TN29  
9RQ

<b>Inspection date</b>	19 June 2019
Previous inspection date	5 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- The devoted and conscientious manager works hard to deliver an appropriate and effective learning environment. She actively listens to the views of parents and staff to help her evaluate and plan continuous improvements for all children.
- The manager monitors all children's learning and quickly notices any gaps in their progress. She works closely with other professionals, such as teachers and social workers, to plan appropriate interventions to help children catch up with their peers.
- Staff plan activities that stimulate children's curiosity and interest in the world. For example, while children play and draw, they share extensive knowledge about what they have learnt about the life of bees.
- At times, staff do not manage daily routines and group activities effectively. Noise levels become too high which affects children's listening skills and concentration during their learning.
- Parents cannot praise the nursery more highly and feel confident about what their children are learning. However, staff do not always gain the best possible information from parents about what children can already do to help them precisely identify their starting points in learning.
- Not all staff demonstrate a confident working knowledge of wider safeguarding issues. This is with reference to how staff would identify that a child may be at risk from radicalisation or extremism.

## What the setting needs to do to improve further

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

- help staff to manage routines and activities more effectively, so that all children can listen and become more deeply involved in their learning
- gain more precise information from parents about what children can already do, to help to identify their children's individual learning needs better
- enhance the current arrangements for staff support, supervision and training to identify ways to build on staff knowledge of wider safeguarding issues with reference to the 'Prevent' duty.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider, and spoke with all staff at appropriate times throughout the inspection.
- The inspector spoke with children and parents to help take account of their views.
- The inspector looked at a range of documentation, including records of children's progress, evidence of staff suitability, and policies and procedures.

### Inspector

Alison Martin

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know what to do if they have any concerns about a child's safety or welfare. Procedures are in place to ensure children are kept safe, such as when they go on outings or walks. Effective recruitment procedures ensure all staff are suitable for their role. Staff attend regular meetings to increase their professional knowledge and practice. For example, following training, new strategies are being introduced to support children's early communication skills. The manager has developed a very good working relationship with the local school and specialist teachers. For instance, children benefit from taking part in a sports day to prepare them for their move to school.

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

Children are confident and motivated learners. Staff provide a good balance of adult-led and child-initiated play based on what they know children like and can do. For example, children choose their own resources and toys, which keeps them interested and engaged in their play. Staff support children's communication and language skills successfully. They model language well, repeating new words and phrases clearly. Group times are used by staff to teach and reinforce new learning, such as the days of the week. Staff use spontaneous opportunities to develop skills in mathematics. For example, while making model cars, staff show children how three sets of two wheels adds up to six. Children competently use technology, such as the computer's magnifying glass to spot small details in shells and minibeasts.

### Personal development, behaviour and welfare are good

Children show good levels of independence and develop good self-care skills. Staff encourage children to complete tasks for themselves, such as at snack times and putting on their shoes. Children's behaviour is generally good. They are aware of the need for boundaries and rules to help them to develop good social skills and friendships. For example, children learn to take turns and share. Children enjoy plenty of fresh air and exercise when they play outside. Opportunities for climbing, riding tricycles and digging promote children's physical skills. Staff regularly take children for walks to extend their physical activity and to discover more about their local community, such as when they climbed to the room at the top of the church tower.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress. They are highly motivated and fascinated by the activities and resources provided. They have many opportunities to practise their early writing skills and many of them are drawing recognisable pictures and letters. Children demonstrate skills in problem solving, such as when they complete puzzles. They understand that different ways of working will produce different results, such as when they create a tower by carefully balancing different sized cubes. They learn to respect one another's views as they express their likes and dislikes, such as when they talk about their favourite foods while playing in the pretend shop. Children laugh and share jokes with one another as they form close friendships.

## Setting details

<b>Unique reference number</b>	127052
<b>Local authority</b>	Kent
<b>Inspection number</b>	10104183
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Mills, Maxine
<b>Registered person unique reference number</b>	RP905459
<b>Date of previous inspection</b>	5 June 2015
<b>Telephone number</b>	07940329614

The Nursery School Brookland registered in 1987. It operates in Brookland, Kent. The nursery is open Monday to Friday from 9am to 3pm during term time only. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs five members of staff, of whom three hold appropriate early years qualifications.

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