

# Inspection of Village Nurseries Ltd

Red Hill, Chislehurst, Kent BR7 6DA

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Inspection date: 4 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are offered a rich, inviting and challenging environment which ignites their enthusiasm for learning. The pre-school is extremely well-organised and calm. Children settle quickly and gain a strong sense of belonging. The dedicated staff team has high expectations for all children. Staff place children and families at the centre of all they do. Together with families, staff build on children's prior learning. Children benefit from the excellent range of stimulating opportunities available to them. These ensure they gain new skills to prepare them for future learning. Children excitedly explore the secret garden and learn about the natural world. They keenly use binoculars to look for birds, and magnifying glasses to hunt for minibeasts. Children operate technology resources as they use voice recorders and listen to what they can hear. Mathematical language and concepts are skilfully woven into conversations to consolidate children's knowledge. Children confidently use positional language and discuss size and lengths as they identify bugs, for example. Staff inspire children's thinking skills as they discuss how a bird's nest is created. Children weigh and measure ingredients to make play dough. They increase their fine motor control as they use scissors to cut and add herbs. Children write their names on their work and mark-make with mud and chalk to extend their early literacy skills.

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

- The dedicated manager leads an extremely committed team. Staff work cohesively to maintain the high quality of teaching. They provide an exciting learning environment that promotes all areas of the curriculum. The very effective key-person system ensures all staff know children's needs extremely well. Staff use observations and accurate assessments. They skilfully identify any areas where extra support is needed. All children make excellent progress from their starting points.
- The manager and staff team build exceptionally strong partnerships with parents. They involve them fully in their children's learning and advocate continued learning at home. Staff work tirelessly to ensure children's emotional well-being is secure. Parents speak very highly of the caring staff and the commitment they show in supporting their children. They state that communication is excellent, and they are kept updated on their children's progress. Staff value diversity and support all families to ensure this is embedded in their outstanding practice.
- The staff team is proactive in ensuring that children with special educational needs and/or disabilities receive additional support. The manager expertly liaises with other professionals. She uses additional funding extremely well to make sure every child reaches their full potential. Staff successfully build on children's confidence and language effectively through small group activities. These help to

increase their social interactions.

- Staff place a high priority on children's language and communication skills. They skilfully ask questions and interact to extend children's thinking and introduce new vocabulary. Children demonstrate they are confident communicators and engage in conversations with staff and their peers. For example, children enthusiastically acted out a story in the garden, working as a team and increasing their knowledge and imagination. Children show excellent concentration and share their experiences.
- Children's behaviour is exemplary. Staff positively role-model expected behaviour. They use visual prompts to provide gentle reminders. Staff actively listen to children and value their voice. Children show respect to their peers and use good manners. They proudly learn about their own uniqueness, the local community and other cultures, which supports their understanding. Their independence is promoted throughout all areas of learning. Children respond well to praise and encouragement and show delight when their name is added to the achievement board.
- The manager ensures rigorous procedures are in place to improve the setting further. She monitors staff practice and supports peer-on-peer observations. An established training programme is in place to ensure the high quality of teaching is maintained to benefit the children. Staff are given time to manage their workloads and support for their well-being. Staff state they are well supported by the manager. This is reflected in the excellent staff retention rate and high morale, which empower the children to achieve.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff deploy and supervise children effectively. They place a high priority on children's safety and well-being. Children are reminded about safety during activities and routines and learn to manage risk. Staff use risk assessments and ensure the pre-school is a safe place for children to play and learn. All staff have completed safeguarding training, including wider issues. They are confident in their knowledge of child protection. They know the signs that could indicate a child is at risk. Strong policies are in place and staff know the procedures to follow to report any concerns. Robust recruitment ensures that all staff are suitable for their roles.

## Setting details

<b>Unique reference number</b>	EY404326
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10128489
<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>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Village Nurseries Limited
<b>Registered person unique reference number</b>	RP910006
<b>Telephone number</b>	0208 295 2494
<b>Date of previous inspection</b>	11 February 2014

## Information about this early years setting

Village Nurseries Ltd Red Hill is one of three nurseries owned and managed by Village Nurseries Ltd. The nursery was registered at this site in 2009 and had been operating at a previous site since 2003. Situated in Chislehurst in the London borough of Bromley, the nursery is in the grounds of Red Hill Primary School. The nursery is open from 8.45am to 3.30pm providing full day care, term time only. Separate morning and afternoon session times are 8.45am to 11.45am, 11.45am to 12.30pm for lunch and 12.30pm to 3.30pm. Breakfast club is also available from 7.45am to 8.45am. The nursery employs seven members of staff all of whom hold appropriate early years qualifications. The nursery is in receipt of funding for the provision of free education to children aged two, three and four years.

## Information about this inspection

**Inspector**  
Helen Craig

## Inspection activities

- The manager and inspector carried out a learning walk and discussed how the curriculum is planned and delivered.
- The manager and inspector evaluated a joint observation and discussed the quality of education.
- The inspector spoke to parents and read written feedback to obtain their views of the pre-school.
- Discussions were held with staff, the manager and provider at appropriate times during the day.
- The inspector viewed children's learning journals and documents relating to the suitability of staff and their qualifications.

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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