Village Nurseries Ltd

Unique reference number (URN): 137376

Address: Methodist Church Hall, Prince Imperial Road, Chislehurst, Kent, BR7 5LX

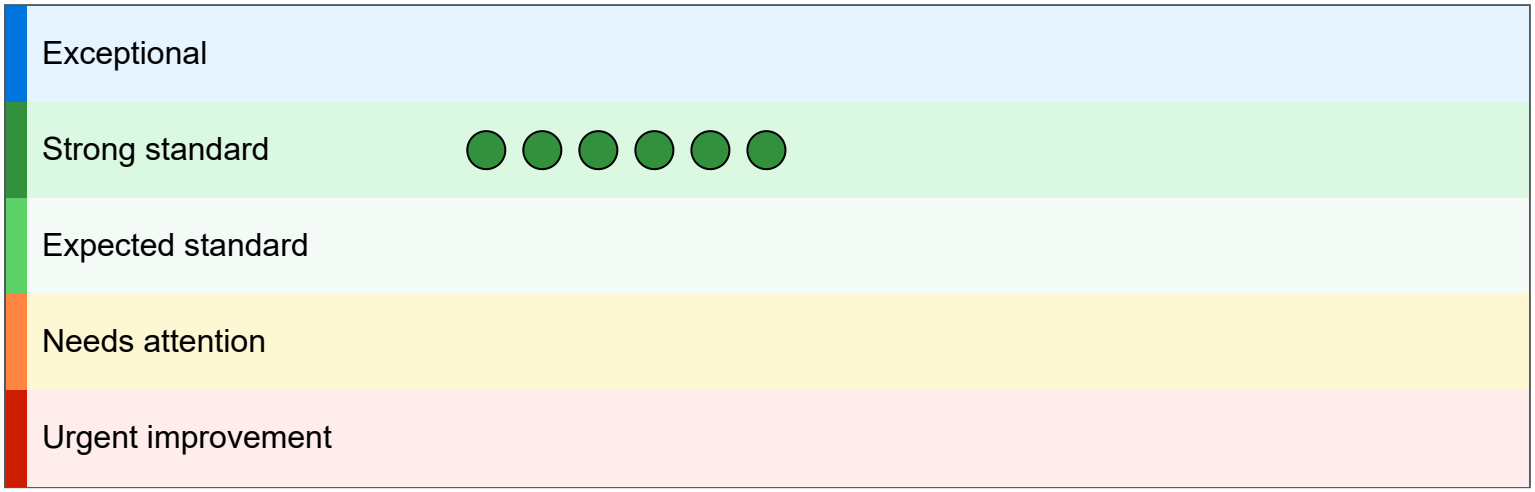
Type: Childcare on non-domestic premises

Registered with Ofsted: 28/10/1992

Registers: EYR, CCR, VCR

Registered person: Village Nurseries Limited

Inspection report: 21 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Children make strong, sustained progress from their starting points because the curriculum is implemented consistently and teaching is precisely matched to their needs. They show high levels of engagement and concentration across all areas of learning, including during independent play, collaborative activities and focused carpet sessions. Communication and language develop rapidly through rich vocabulary, frequent singing and highly engaging story times, which build children's confidence in expressing ideas and joining in with group discussions.

Disadvantaged children, those with special educational needs and/or disabilities, children known to social care and those who speak English as an additional language achieve well. Staff know them well, monitor progress carefully and adapt teaching so they can participate fully and overcome barriers to learning.

Children demonstrate increasing independence, physical development and problem-solving skills. They are well prepared for their next stage of learning because they understand routines, follow expectations and have secure early knowledge across key areas.

Behaviour, attitudes and establishing routines

Strong standard

Children thrive in a positive environment where leaders have established clear, commonly understood expectations for behaviour and routines. These are embedded and consistently upheld by all staff. From the moment the tambourine sounds, children respond with calm confidence, moving seamlessly to the carpet and settling quickly into group time. They listen attentively, join in with songs and actions and contribute to discussions about the day ahead, demonstrating their secure understanding of the setting's rhythms.

Warm, respectful relationships between practitioners and children create a culture where kindness and cooperation are the norm. Children collaborate well, share resources and show genuine enjoyment in playing alongside one another. When a child is unsure or needs guidance, staff respond promptly and sensitively, helping them re-engage without drawing unnecessary attention. Practitioners are thoughtfully deployed to ensure every child stays engaged, including those who are younger, who are new to the setting or who need additional reassurance.

Leaders place strong emphasis on attendance, with clear systems for monitoring patterns and working with families when concerns arise, ensuring children benefit from consistent routines. Staff skilfully adapt expectations to children's age, stage and individual needs so that all children can meet the setting's high standards and feel successful.

Children's welfare and wellbeing

Strong standard

Children experience consistently high-quality care that supports their welfare and wellbeing throughout the day. Warm, secure relationships with their key persons help them feel safe,

confident and ready to explore, and staff know each child's routines, preferences and needs well. Children develop independence in managing their personal care, shown in the way they confidently wash their hands while singing familiar hygiene songs, pour their own drinks at snack time and use tongs to choose from a variety of healthy foods. Staff model and reinforce healthy choices through visual prompts and rich conversations, helping children understand how to look after their bodies.

Practitioners are attentive and responsive, noticing when children need reassurance, rest or additional support, and adapting their approach sensitively. This includes making adjustments for children who face barriers to their wellbeing, such as providing quieter spaces, one-to-one guidance or additional sensory experiences. Children known to children's social care and those with emerging needs are supported with consistency and care, with staff maintaining close communication with families and external professionals to ensure their welfare is monitored and strengthened.

Across the setting, children are encouraged to recognise and express their emotions, supported by visual tools such as the emotions board and by staff who take the time to talk with them about how they feel. The calm, homely atmosphere and the trusting relationships children form with staff mean they move through their day with confidence and security.

Curriculum and teaching

Strong standard

Children benefit from a curriculum that is intentionally designed, consistently implemented and clearly understood by all practitioners. Leaders have crafted a coherent sequence of learning that reflects children's interests and developmental needs, and staff explain what knowledge or skills activities are intended to build. This shared understanding is evident across the setting: whether children are exploring dinosaur small worlds to develop collaboration, using tickets in ice-cream role play to practise turn-taking or engaging with puzzles and shape sorting linked to the weekly mathematics focus, practitioners teach with purpose and clarity.

Language development is prioritised throughout the day. Rich vocabulary is modelled and displayed, and singing, storytelling and puppets are used purposefully to deepen children's understanding. Practitioners draw skilfully on their knowledge of child development to adapt teaching for different ages and stages, including for disadvantaged children. They use assessment effectively, checking what children know and can do and tailoring interactions to move learning forward. This includes providing varied mark-making tools to support different grips, planning small-group work to strengthen concentration and offering one-to-one guidance when needed without taking over children's ideas. Physical development is woven seamlessly through the curriculum, from play dough linked to number songs to opportunities for balancing, running and fine motor exploration. Across the setting, teaching is consistent, responsive and rooted in a strong understanding of the curriculum's aims, enabling all children to build knowledge securely and enjoy their learning.

Inclusion

Strong standard

Children experience an inclusive environment where their individual needs are identified swiftly and addressed with care, precision and consistency. Leaders and practitioners know the children well and use this knowledge to reduce barriers to learning and wellbeing,

whether through targeted one-to-one support, curriculum adaptations or close partnership with families and external professionals. Emerging needs are spotted early, as seen in staff's prompt response to a child who is sensitive to noise, and leaders confidently draw on specialist advice from the local authority to shape next steps.

Leaders monitor children's progress closely, reviewing the impact of adaptations and refining support so that it makes a sustained difference. Disadvantaged children benefit from well-considered use of early years pupil premium funding, such as providing rich outdoor and sensory experiences for a child with limited access to these at home. Children known to children's social care are monitored carefully, with staff maintaining communication with children's social care and relevant professionals, ensuring these children are fully included in daily routines and learning. Across the setting, children are welcomed, valued and enabled to participate fully.

Leadership and governance

Strong standard

Leadership is consistently strong and rooted in a clear understanding of the setting's strengths, priorities and the needs of its children and families. The recently appointed manager demonstrates clarity and direction, and continues to strengthen systems and ensure that day-to-day practice remains focused on children's best interests. Leaders take thoughtful, well-informed decisions that prioritise all children, including those who are disadvantaged, those with special educational needs and/or disabilities, those who are known to children's social care or those who face other barriers to learning and wellbeing. They maintain an accurate view of practice and act promptly to strengthen areas they identify for improvement, such as enhancing outdoor provision and developing more effective communication with parents. These priorities are already being embedded through forest school elements, local trips and increased opportunities for families to engage in their children's learning.

Leaders invest in staff development and wellbeing. Regular supervision, wellbeing questionnaires and an open-door culture ensure staff feel supported, while a wide training offer, peer observations and collaboration with the nursery's partner site help practitioners refine their practice. Leaders manage workload sensitively, recognising the balance between documentation and meaningful interaction with children.

Partnerships with parents and external professionals are purposeful and productive. Leaders actively seek parent views, run workshops and maintain strong links with the local authority and the nominated individual, whose regular visits support ongoing reflection and improvement. Their collaborative approach ensures that systems, processes and the curriculum are consistently implemented and continually improving, enabling all children to benefit from high-quality education and care.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children thrive in this warm and homely setting, where strong relationships and clear routines help them feel secure from the moment they arrive. This sense of security enables children to separate confidently from their parents, hang up their coats, find their names and flow straight into play because the environment is thoughtfully organised and familiar. Even children very new to the nursery settle quickly, helped by the setting's calm atmosphere and the sensitive way staff work with families during the settling-in period.

Throughout the session, children enjoy a rich mix of activities shaped around their interests, from dinosaur worlds that spark collaboration to craft tables where they follow their own ideas with pride. Mixed-age carpet sessions are highly focused, with children responding instantly to the tambourine signal, gathering calmly and joining in with songs and discussions about the day ahead, showing how deeply routines are embedded. This consistency strengthens their listening, turn-taking skills and readiness for more structured learning.

Children who face additional barriers to learning are fully included in every aspect of the day. Staff know each child well, including their families, their starting points and what motivates them, and adapt experiences so that everyone can take part and succeed. This includes providing outdoor sensory experiences for children who have limited access to nature at home, and using story sacks, puppets and small-group work to build confidence in communication.

Children show high levels of independence, pouring drinks, choosing snacks with tongs and managing handwashing routines with growing confidence. These routines strengthen self-care skills and prepare them well for their next steps. They form warm, trusting relationships with staff, who are consistently present, attentive and responsive. As a result, children achieve well, feel they belong and move through their day with joy, purpose and a strong sense of security.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities and those who are known to children's social care.

About this inspection

The inspector spoke with the manager, the nominated individual, the special educational needs coordinator and practitioners during the inspection.

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.

Since the setting's last inspection, a new manager has been appointed.

Inspector:

Alice Yates

About this setting

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Methodist Church Hall
Prince Imperial Road
Chislehurst
Kent
BR7 5LX

Type: Childcare on non-domestic premises

Registration date: 28/10/1992

Registered person: Village Nurseries Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 09:00 - 12:00

Local authority: Bromley

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 21 January 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

35

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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