

Inspection of Little Birches in Brenchley

Brenchley Memorial Hall, Brenchley Road, Brenchley, Tonbridge TN12 7NX

Inspection date:

11 October 2024 - 14 January 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children throughout the nursery are happy, settled and are motivated learners. They enjoy taking part in a broad range of activities that successfully promote all areas of their learning. All children receive high-quality interactions that successfully promote their emotional well-being and extend their learning. This includes children with special educational needs and/or disabilities (SEND).

Leaders and staff use their good knowledge of each child to provide activities and experiences that capture and maintain their interest. Staff have a strong focus on developing children's curiosity and independence. The youngest children readily approach staff for a reassuring cuddle, responding well to their warm, caring interactions. They are confident to investigate the resources provided, learning through exploration and from the focused support they receive. Staff encourage babies to develop their hand-eye coordination as they explore the shapes of the puzzles and look at books. As children develop, staff target the curriculum to offer appropriate challenge. For example, toddlers enjoy lively games that support their physical control and coordination. They also become absorbed in more relaxing experiences, such as looking at books with staff. Older children are excited as they take part in complex imaginative games. They work together to prepare for their play, for example as they use cloths to clean the toy cars and trucks before taking them back into the mud.

Children behave well. With the support of staff, they learn to be kind to their friends and to share and take turns.

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

- The provider failed to notify Ofsted about changes to the directors who make up the company and the appointment of a new manager, as required. However, the provider has now taken appropriate action to address this, and there has been no impact on children's welfare. Ofsted will not be taking any further action on this occasion.
- The provider and leaders have a secure understanding of the strengths and areas for development in the setting. There is a strong focus on staff's well-being. The staff feel well supported in their role. The leaders model good practice, and staff complete online training to help them develop their knowledge and skills. Leaders are committed to constantly enhancing the quality of the provision. For example, recent changes to aspects of the daily routine have improved the experiences of older children during the period before lunchtime.
- Staff make focused use of observations to track and monitor children's development. They plan activities based on children's learning needs and

interests. For example, children cut leaves from herb plants as they practise using scissors. Staff encourage the children to smell the herbs and make use of the chopped herbs to add to the play dough they make later in the day. Babies enjoy investigating their senses as they pull themselves up to standing to explore the music wall, investigating sound and feeling the textures.

- There is a strong focus on promoting children's communication and language. Overall, staff make good use of their engagement with the children to help them hear a rich variety of vocabulary. For instance, staff working with older children use descriptive language, such as 'squidgy' and 'minty', during children's play. However, the organisation of the group room for older children sometimes makes it difficult to clearly hear what is being said. This happens when activities take place in close proximity as staff have not given enough consideration to the use of space.
- Partnerships with parents are a priority in the setting. Staff share information through children's online learning records as well as speaking with parents at drop-off and collection times. Parents state that they are very pleased with the support they receive from the staff at the setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to consider the organisation of the learning environment to more effectively support older children in their communication and language development.

Setting details

Unique reference number	2690619
Local authority	Kent
Inspection number	10363611
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	28
Number of children on roll	45
Name of registered person	Little Birches in Brenchley Ltd
Registered person unique reference number	2690620
Telephone number	01892 571955
Date of previous inspection	Not applicable

Information about this early years setting

Little Birches in Brenchley registered in 2022. It is situated in Brenchley, near Tonbridge, Kent. It is open Monday to Friday, from 7.30am to 6pm, for most of the year. The nursery is one of six settings operated by the provider. It provides funded early education for two- and three-year-old children. It employs 14 members of staff. Of these, two staff hold a relevant level 6 qualification, and six staff hold an early years qualification at level 2 or above.

Information about this inspection

Inspectors

Sara Garrity

Liz Caluori

Inspection activities

- Managers showed inspectors all areas of the setting, indoors and out, and explained their curriculum and what they want the children to learn.
- The inspectors carried out joint observations with managers to assess the impact of the learning opportunities staff provide children, including the quality of their interactions.
- The inspectors discussed the arrangements for supporting children with SEND.
- Parents' views were gathered through face-to-face discussions and written testimonials.
- The inspectors spoke to staff and children at convenient times during the inspection.
- A range of relevant documentation was reviewed.

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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