

Inspection of Oaklands Nursery

8 Brook Street, Tonbridge, Kent TN9 2PJ

Inspection date: 13 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted with smiles as they arrive at this welcoming nursery. Children demonstrate that they feel safe and secure, as they play happily alongside staff. Children's language and communication skills are well promoted. For example, staff use singing and familiar stories to embed new vocabulary. Staff engage in conversations with children as they play alongside them. For example, they introduce skilful questioning, as children explore the various experiences on offer. Children who speak English as an additional language are supported well. For example, staff use simple signing to support children's understanding of routines within the nursery. They find out about children's home languages, greeting children in their home language and English. All children make good progress.

Children enjoy opportunities to be active outside. For example, they enjoy forest school sessions where they learn important skills. Children behave very well and staff support children to understand each other's thoughts and feelings. For example, they use visual prompts and give gentle reminders to children so that they learn to take turns and share. Staff recognise and praise children's kind actions, and 'can-do' attitude. This helps to improve children's confidence and self-esteem.

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

- The curriculum is well sequenced and considers a wide range of ages and stages of development. All children, including those with special educational needs and/or disabilities, receive high quality care and experiences. For example, staff engage babies in explorative play such as making their own playdough and investigating the messy textures. Children enjoy activities that help their physical development, such as balancing and stretching across soft-play equipment. Staff skilfully encourage children to engage in activities that require their attention. For instance, they work together to investigate mixing sand and water and enjoy sharing what they think and feel as they explore.
- The learning environment is appealing to all children and staff plan and arrange activities, ready for children's arrival. There is a wide variety of quality resources that support children's learning. These are mostly stored on open shelving that is intended to invite children to explore independently. However, access and presentation of some activities is limited. Therefore, children rely too heavily on adults to provide them with entertainment and do not engage in more self-chosen play experiences.
- Staff plan a variety of outings to enhance children's understanding of the local community, and the wider world. For example, children enjoy visits to the library, trips to the local shops to purchase their own resources. Staff celebrate children's varying backgrounds. Parents are invited to share their cultural

heritage, such as recipes from around the world. This helps children to learn about equality and diversity.

- Pre-school children are prepared well for the next stage of their education. Staff provide children with opportunities to build confidence and engage in more collaborative play. For example, children build a large scale 'ball-run' using tubes and guttering. They work together to raise the pipes, and notice with enjoyment how it makes the balls roll faster. Staff skilfully question children and allow children the chance to offer their thoughts and ideas to the game.
- Staff encourage children to develop their independence through daily routines, such as pouring their own drinks and serving their own food at mealtimes. Overall, transitions between activities and daily routines run smoothly. However, in some rooms, the lunchtime routine not as well organised. This has an impact on the attention that staff can provide children. For example, some children become unsettled, and important routines such as sleep time, become disturbed.
- Leaders ensure that partnerships with parents are prioritised. Parents share that they are happy with the communication and support for their child's learning. Additionally, staff report that they have opportunities to contribute to any aspects of the nursery that they feel require enhancement or change. The nursery team work well together, which contributes to happy and secure children.
- During the inspection we found the provider had failed to notify Ofsted of a significant event, which is a requirement of their registration. However, through discussion, they now demonstrate an understanding of what they need to notify to Ofsted.

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:

- improve the learning environment ensuring that children have easier access to resources, to further support their independent play
- review the lunchtime transitions to ensure that routines are well structured and consistently meet the needs of all children.

Setting details

Unique reference number	2522422
Local authority	Kent
Inspection number	10402022
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	87
Number of children on roll	121
Name of registered person	Bright Stars Nursery Group Limited
Registered person unique reference number	RP538317
Telephone number	01732 353486
Date of previous inspection	10 November 2021

Information about this early years setting

Oaklands Nursery registered in 2019. It is located in Tonbridge, Kent. The setting is open Monday to Friday from 7.30am until 6.30pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 28 members of staff, 14 of whom hold relevant early years qualification at level 2 and above. The setting receives government funding for children who are entitled.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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