

Inspection of Brambles Nursery School

Blossom Childrens Centre, Owen Square, Deal, Kent CT14 7TL

Inspection date: 24 July 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thrive at this welcoming and nurturing nursery. Leaders and staff are passionate about providing children with exciting experiences that prepare them for the next stage in their learning. Children are keen to come in to start their day. They separate with ease from their parents. They have their own pegs and boxes to keep their personal items in, which helps develop a strong sense of belonging. Staff greet children with a smile and take them by the hand to help them feel welcome, safe, and secure.

Staff know children extremely well. They use this knowledge to plan a varied curriculum that helps children make good progress. Children are keen to join in activities and are enthusiastic about their learning. For example, children hammer wooden shapes into a board and proudly show off the dinosaur picture they have made. Staff are positive role models for children. They entice children to play team games such as 'What's the time, Mr. Wolf?' Children behave well as they wait for their turn and squeal in delight as they run away from the wolf. Staff plan for children to work in small groups to help develop their friendships and social skills.

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

- Staff provide rich opportunities for children to explore using their senses. They have used extra funding to develop a sensory room to enhance their provision. When it starts to rain, the staff encourage children to dance and twirl around in the garden. Children laugh in delight as they describe what the rain feels like when it lands on their faces. This helps children develop their vocabulary as they use words such as 'drip' and 'plop'.
- Leaders have a clear vision to help children become confident and independent learners. They plan the environment so that children can make decisions and choices. However, staff do not always provide consistent opportunities for children to practise, for example, putting their socks on or serving their food. This means they do not fully develop these skills.
- Staff give high priority to children's health. They provide children with opportunities to exercise and develop their physical skills during outdoor play. Children enjoy a range of well-balanced, healthy and nutritious snacks. For example, children pick raspberries from the garden to eat. After lunch, children look in mirrors to brush their teeth. Staff help children make healthy choices and learn about good oral hygiene.
- The key-person system is well established. Staff know the children well and plan activities that are based on what might be happening in children's lives. For example, children who are going to school take part in group sessions to help prepare for the transition. However, sometimes staff do not recognise when activities are not appropriately pitched to meet children's different

developmental levels. This means that staff do not always build effectively on what children already know and can do.

- Children with special educational needs and/or disabilities (SEND) are very well supported. Staff work as a team to make sure that children who need more support receive so in abundance. They develop partnerships with parents and other professionals such as specialist teaching services. Together, they create personalised plans for each child. This helps them close gaps in their learning.
- Leaders provide support to staff through observations of practice, meetings and appraisals. Staff expand their skills and knowledge through rich opportunities for professional development. For example, all staff have attended training to support their knowledge on how to respond to children's behaviour, so they can help children to self-regulate. Staff are quick to respond with cuddles and comfort to de-escalate their behaviour. This means children are quick to calm down and re-engage in their learning.
- Parents speak very positively about the nursery. They praise the staff for creating a 'positive and uplifting environment'. Parents are well informed about their children's progress and receive daily updates. Staff provide parents with ideas of things that they can do at home with their children. This helps to enhance children's learning even further.

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:

- strengthen staff practice so that children can develop their independence and self-care skills further
- plan the curriculum more precisely to build on the skills children already have and encourage their learning further.

Setting details

Unique reference number	EY432414
Local authority	Kent
Inspection number	10399759
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	59
Name of registered person	Bramble, Jacqueline Louise
Registered person unique reference number	RP513755
Telephone number	01304 375355
Date of previous inspection	13 December 2019

Information about this early years setting

Brambles Nursery School registered in 2011. It operates from rooms within the Blossoms Children's Centre in Deal, Kent. There are 14 members of staff. Of these, eight hold appropriate childcare qualifications at level 3 or above. The nursery opens on Monday to Friday from 8am to 5pm, for most of the year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation during small-group time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025