

Inspection of Mark Beech Nursery School

High Buckhurst Cottage, Mark Beech, Edenbridge TN8 5NS

Inspection date: 13 January 2023

Overall effectiveness	Good
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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 are happy and confident to attend this unique outdoor nursery. They excitedly explore the environment. Children learn about and discover nature and the world around them. They develop respect and appreciation for the natural world. Children watch the birds as they feed and they learn to identify and recognise them. They are imaginative as they make their own stick man from natural resources. Children develop good attitudes to learning.

Children develop good bonds with the staff. They are warmly welcomed by staff, who help and encourage them to put on their warm waterproofs and boots. Children feel confident to approach staff for support and comfort. Younger children ask staff to help them balance on the stepping logs, while older children ask for help putting a stick man together.

Children develop their independence and resilience. They are aware of the environment where they play and learn. They learn to manage risks in their play and the environment. For example, children assess the stability of the logs they climb on as they put one foot on them, before climbing up. Children listen and follow instructions well. They know that when the whistle blows, they need to stop and approach the adult blowing it.

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

- Children's learning and development are well supported. Staff know the children well. They use observations and assessments effectively to plan activities to support children's learning. All children, including children with special educational needs and/or disabilities, make good progress. They have positive attitudes towards learning and focus well during activities.
- Children behave well. Staff support children to understand boundaries. Children learn to share and take turns. For example, while using the hammock, children take turns swinging and pushing each other.
- Staff plan activities based on children interests, such as a favourite book. For example, children use the stick man they made to act out scenes from the book 'Stick Man'. However, at times, such as when reading these stories, staff are not fully successful at identifying opportunities to help children recall and apply their prior learning. As a result, children do not always benefit from opportunities to build on and embed past learning.
- Staff support children's communication and language. Staff speak to children while engaging in activities. They introduce new words, such as 'murky' when children stir the water, explaining its meaning. Generally, staff ask children relevant questions. However, at times, they do not allow children enough time to think and respond to questions asked of them. This can have an impact on

children's language and communication development.

- Parent partnerships are good. Parents praise the staff for the progress their children make. They comment that the manager and staff are 'approachable' and 'supportive'. Parents feel confident to speak to them and share any concerns and issues they might have. Parents and staff work together to support children's learning at home. Staff keep parents well informed about their children's daily activities and their learning and development. Parents feel that their children are kept safe and secure in the nursery environment.
- Staff plan activities that help children understand and learn basic mathematical concepts. Children learn about what makes objects sink or float. Staff encourage children to experiment with wooden sticks, adding dough to the end of these. They discuss the reasons why the sticks float or sink. Staff support children to recognise and name the numbers on the stones before throwing them in the water. This help children gain good basic knowledge for their future learning.
- The manager has a clear focus on ensuring that the quality of education and care children receive is of a high standard. She understands the importance of evaluating practice and identifying areas for improvement and training needs. The manager does this through regular peer observations, staff meetings and supervisions. This also helps her to support staff well-being and ensure their workload is appropriate. Staff comment that they feel supported in their role.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have good knowledge and understanding of all aspects of safeguarding, including radicalisation and e-safety. They are aware of their roles and responsibilities in keeping children safe from harm. The manager and staff carry out regular, timely and extensive risk assessments to ensure the environment is safe and secure. They know what to do and who to contact when they have a concern about a child or an adult, including an allegation about a member of staff. The manager follows robust recruitment procedures to help her ensure people working with children are suitable.

What does the setting need to do to improve?

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

- allow children more time to process and respond to questions during interactions with them, to further support the development of speech and language
- support staff to identify and use opportunities to extend and embed children's learning even further.

Setting details

Unique reference number	2597400
Local authority	Kent
Inspection number	10263124
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	9
Name of registered person	Roberts-Cleeve, Ann Adèle Susan Maria
Registered person unique reference number	RP513868
Telephone number	01342850403
Date of previous inspection	Not applicable

Information about this early years setting

Mark Beech Nursery registered in 2009 and moved to its current location in 2020. The nursery opens Monday to Friday, from 9.15am to 12.15pm during term times. There are four staff, three of whom hold relevant qualifications at level 3. The nursery follows the forest school philosophy and accepts funding for children aged two, three and four years.

Information about this inspection

Inspector
Oshra Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector spoke to staff during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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