

# Inspection of Little Pickles Nursery Tenterden Limited

Unit 11, Pickhill Farm, Smallhythe Road, Tenterden, Kent TN30 7LZ

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Inspection date: 4 June 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are incredibly confident, independent and happy. They are enthralled by extremely interesting and challenging learning experiences. For example, children create their own wooden structures using real tools, such as a drill. Children are enthusiastic about their models and beam with pride as they show their friends, excitedly telling them 'look at my robot I built'. Children's behaviour is impeccable and there are incredibly polite. They show empathy and kindness and respect each other. They help each other understand their differences and know what makes other children happy. Children support their friends with additional needs. For example, they remind them to use their favourite outdoor den if they need some quiet time. Children discuss the importance of exercise. They take part in activities that they know will increase their heart rate, such as riding bikes up the mud hills they help build. All children have outstanding opportunities to challenge their physical skills. They negotiate complicated equipment such as climbing up ropes and large trees. All children are confident to climb vertical ladders. Older children climb them with independence and babies climb them with developing coordination, with staff close by for support when needed.

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

- All staff establish inspirational and trusting relationships with children. They include children in the daily plans and ensure they feel valued and respected. For example, children request activities and resources and staff implement these into the plans. This helps keep all children enthused in fascinating and enthralling learning experiences. Children have outstanding levels of positive well-being, self-worth and self-motivation.
- The manager and staff maintain incredibly positive partnerships with parents and keep them fully involved in their children's learning. They share children's learning experiences daily. They offer online training videos for parents each week. For example, they were recently invited to learn about how to manage separation anxiety. This is incredibly beneficial in supporting children who have had recent time away from the nursery due to COVID-19 (coronavirus).
- The extremely experienced and highly qualified staff have an impeccable knowledge of children's development and they provide them with outstanding learning opportunities. Staff are incredibly passionate and enthusiastic and ensure that they provide children with the skills they need to succeed.
- All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make outstanding progress. For example, each day staff teach children words, such as 'good morning' in a different language, like German and Spanish.
- All children are extremely confident to communicate and share their ideas. Staff regularly introduce new words to children's already extensive range of

vocabulary. For instance, children remember what words were used by staff during an earlier story to replace the word 'big'. They confidently tell their friends 'that's ginormous' and 'it's enormous'. The manager employs a speech and language therapist who attends the nursery weekly. She provides training for staff to support children to communicate to their highest potential. This helps staff ensure all children rapidly narrow any gaps in their communication development. As a result of the training, they have added new ways to support all children, including the babies, to communicate extremely well, such as they consistently use signing.

- Children have outstanding opportunities to respect and understand other people's similarities and differences. For example, they learn about same gender relationships and understand how this is a personal choice for each individual.
- The manager and staff attend incredibly beneficial training to support them to enhance their already impressive skills and knowledge. For example, they have recently learned about the different ways to support mental health and well-being. Staff are empowered. They have a role to provide training each week to each other and cover an extensive range of topics. This includes learning how to support children with their breathing language. This is a technique staff use to support children to remain calm and clear their mind to help manage their emotions.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have an outstanding knowledge and understanding of the safeguarding and child protection policies. This includes knowing who to contact to raise and follow up any concerns. Staff encourage children to manage risks in extremely challenging activities. Children follow thorough safety advice from staff. For example, they light fires using flint and chisel wood to make mallets safely. Children play an active role in assessing risk in the nursery. For instance, they walk around the learning areas and look for any slip or trip hazards. They 'write' down any risks they find and tell a member of staff. Staff have extremely thorough risk assessments in place, including any updates regarding COVID-19.

## Setting details

<b>Unique reference number</b>	EY558486
<b>Local authority</b>	Kent
<b>Inspection number</b>	10190863
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Little Pickles Nursery Tenterden Ltd
<b>Registered person unique reference number</b>	RP558485
<b>Telephone number</b>	01580765196
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Pickles Nursery Tenterden Limited registered in 2018. It is located in Tenterden, Kent. The setting is open Monday to Friday from 7.30am until 6pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 19 members of staff, six of whom hold relevant early years qualification at level 3 or above. This includes four members of staff who hold an early years degree at level 6 and two members of staff have qualified teacher status.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and has taken this into account in their evaluation of the setting
- A learning walk was carried out with the inspector and manager. The inspector observed staff teaching and interacting with children of all ages and abilities to assess the impact on their learning.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, staff, parents, children and considered their views.
- A joint observation was carried out by the inspector with the manager on a woodwork activity.

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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