

Inspection of Be Independent Day Nursery

Trillium Montessori House, Mount Pleasant, Paddock Wood, Tonbridge TN12 6AH

Inspection date: 12 December 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised at this nursery, due to breaches in safeguarding and welfare. There is not always an appropriate designated staff member present to take charge of the nursery in the absence of the managers. The minimum requirements to have suitable qualified staff are not always adhered to. This compromises children's safety, learning and development. Although staff do their best to care for the children, they do not support children's personal, social and emotional development well enough. Staff do not have clear, consistent expectations of children's behaviour. Strategies for supporting children's emotional development are inconsistent. Routines are not well planned. As a result, the setting is often chaotic and children are unsure of what is happening next and why. This results in children becoming unsettled and distressed.

The quality of teaching is weak and the curriculum is not planned effectively and understood by all staff. At times, staff will join in children's play. However, they do not interact effectively to enrich children's knowledge and skills. Children generally play with what they already know and can do. For example, they will select puzzles and make models with construction blocks. Children will happily move between activities on offer. However, due to the inconsistent support from staff, they do not show sustained levels of concentration. They quickly lose interest, become bored and run around the setting.

Despite these weaknesses, children arrive happy and part from their parents and carers with ease. They receive a warm welcome from friendly staff. Children are familiar with the routine on arrival and confidently find their peg and hang up their belongings. Staff give children lots of praise and encouragement, which helps to build their self confidence.

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

- The provider does not comply with the registration requirements. They do not ensure that there is always an agreed person in charge of the nursery when children are present. In addition, the provider does not always ensure there is the required number of qualified staff working directly with the children. This is a breach in requirements. Furthermore, the provider has not implemented effective procedures to safeguard children. Although staff have completed safeguarding training, they do not have a thorough understanding of the safeguarding policy and how to report concerns or allegations made against staff. This does not promote children's welfare.
- The provider does not provide staff with effective supervision to ensure that the staff team have the knowledge and skills they need to offer children a good-quality education. As a result, there are gaps in staff's knowledge and

understanding of how children learn. Nevertheless, some staff access online training and are supported to undertake recognised qualifications. Staff report they feel supported in their role. However, the lack of effective leadership and management for staff means that staff do not receive sufficient support and coaching to help improve their knowledge and practice.

- Children do not benefit from a purposeful and ambitious curriculum that is tailored to their learning needs. Staff provide children with sufficient resources and activities that some children enjoy. However, they do not plan activities effectively, which excite and stimulate children and focus on what they need to learn next. Children often initiate their own games, and quickly lose interest in the activities provided by staff. As a result, children do not make good enough progress in their learning.
- The provision for children with special educational needs and/or disabilities (SEND) is not effective. Staff design individual educational plans with activities for children with SEND. However, staff do not receive enough support with implementing these plans. This means that children with SEND do not get the support required to access the learning opportunities they need to thrive. For example, children with SEND are often left to entertain themselves and spend periods of time with no interaction from staff. Consequently, children with SEND do not make sufficient progress in relation to their capabilities.
- At times, the daily routine and activities are chaotic and disorganised. This directly impacts on children's learning experiences and behaviours. Staff do not have high enough expectations for children's behaviour. They do not consistently support children to develop an understanding of right and wrong and what is expected of them. This impacts negatively on other children's enjoyment and learning.
- Children begin to learn how to manage their health and personal care needs. For example, after using the toilet and before eating, children understand they need to wash their hands. This supports children's self-care development. Staff support children to learn about healthy lifestyles. For example, they provide children with healthy and nutritious meals and snacks that meet their dietary requirements. Furthermore, children have regular opportunities to be outdoors in the fresh air.
- Parents are positive about the care their children receive and the relationships that staff develop with them. They feel informed about the progress that their children make at the setting.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
ensure that at least half of all staff present hold an approved level 2 qualification, and that any managers or staff in charge of the setting have the necessary qualifications and experience to cover the role	10/01/2025
ensure that all staff understand and implement an effective policy and procedure for safeguarding children, including in the event of an allegation being made against a member of staff	10/01/2025
ensure that there is effective oversight of the setting to provide all staff with supervision, support and coaching to fulfil their roles and responsibilities	10/01/2025
ensure staff implement an ambitious curriculum for children, that offers a broad range of skills and knowledge and meets the needs of all children	10/01/2025
improve arrangements for supporting children with special educational needs and/or disabilities to ensure they receive appropriate support that helps them to make the progress they are capable of	10/01/2025
ensure staff have relevant skills and knowledge to appropriately manage and support children's behaviour.	10/01/2025

Setting details

Unique reference number	2764499
Local authority	Kent
Inspection number	10373049
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	2 to 4
Total number of places	26
Number of children on roll	37
Name of registered person	Be Independent Day Nursery Limited
Registered person unique reference number	2764497
Telephone number	01892 835710
Date of previous inspection	Not applicable

Information about this early years setting

Be Independent Day Nursery registered in 2023. It is located in Paddock Wood, Kent. It provides care from 8am to 5.30pm, Monday to Friday, except for bank holidays. There are eight members of staff, of these five hold relevant early years qualifications.

Information about this inspection

Inspector

Nicky Chambers

Inspection activities

- This inspection was prioritised following a risk assessment process.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between staff and children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector sampled a range of key documentation on request.
- The inspector spoke to several parents during the inspection and took account of their views.

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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