

Inspection of Be Independent Day Nursery

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

Inspection date: 28 April 2025

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	Inadequate

What is it like to attend this early years setting?

The provision is good

Children show that they are happy in this warm and welcoming nursery. They receive warm interactions from staff as they enter and settle, choosing from the wide range of activities on offer. Children build secure attachments with staff, who find out about their individual backgrounds and needs. This helps children to feel safe and secure. Staff ensure that they maintain regular communication with parents to ensure that children receive a consistency of approach. On the whole, children behave well because they are offered a wide range of engaging experiences.

Children become absorbed in their learning as they are encouraged to explore in the nursery. Staff know the children's special interests, and refresh and enhance the learning environment on a regular basis. For example, children enjoy a game of pushing plastic farm animals over using water syringes. They develop their hand-eye coordination skills as they giggle at their achievements. Children experience a varied curriculum that is tailored to their individual needs. Skilled staff adapt the activity to suit all abilities and ensure that children make the best possible progress.

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

- The provider has taken significant action to improve. They have worked with specialist advisers and addressed the actions from the last inspection. For example, the setting has employed several additional qualified staff who work well alongside those who are less experienced. Staff feel well supported by each other and have adopted a collaborative approach to the delivery of well-tailored activities. For example, leaders give staff autonomy to adapt the planning and be creative with their intentions for learning. Staff discuss the interests of individual children during the morning circle time and ensure that they vary the choices given. Children are focused and enjoy the curriculum offered.
- Staff are kind and caring in their approach. They are positive in their interactions with children and are good role models. Staff play soothing music and provide spaces for children to be calm and to self-regulate. However, at times, staff do not provide consistent messages about the behaviour that is expected in the nursery. For example, not all staff ensure that children use appropriate manners and speak respectfully to adults and their peers.
- Babies receive effective support for their physical development. Staff arrange the environment to support babies' different needs. For example, they provide opportunities for physical development and encourage babies to climb, crawl and pull themselves up. Staff are passionate about increasing babies' skills, particularly in language development, where they model and repeat new words and phrases.
- Staff have embedded routines where children actively participate in creating a

well-organised environment. For example, children independently scrape their waste food into the bin and place their cutlery in baskets to be washed. Although staff arrange the environment to support children's learning, some resources are not presented in a way that helps children easily access or use them, particularly in the garden. However, leaders are in the process of developing the outside space for children and intend on creating a space where babies can practise and develop their physical skills and movement.

- Leaders use self-reflection to positively impact on the overall quality of care and learning. They provide opportunities for staff to enhance their knowledge and understand that all children, including children with special educational needs and/or disabilities, require high-quality interactions and experiences. This has helped the nursery to make the significant changes that are necessary for improvement.
- Parents comment positively about the staff and the setting. They have seen children make good progress in their learning, particularly with speech and language. Parents like receiving information on the nursery app about their children's development and achievements, such as 'Golden Moments'. Leaders use additional funding well to ensure that all children have a good variety of appropriate learning experiences. For example, children enjoy classes in yoga, French and music and movement.

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 staff's understanding of behaviour management strategies so that they have a consistent approach to support children's positive behaviour.

Setting details

Unique reference number	2764499
Local authority	Kent
Inspection number	10402386
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	1 to 4
Total number of places	28
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	12 December 2024

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 nine members of childcare staff, of whom six hold relevant early years qualifications.

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to the 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 interactions between staff and the children.
- Parents shared their views of the setting with the inspector.
- 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.

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