

Inspection of Barbies Playschool and Selwyn House Nursery

64 St. Peters Road, Broadstairs, Kent CT10 2ST

Inspection date: 9 July 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	Outstanding

What is it like to attend this early years setting?

The provision is good

The provider and staff create a highly supportive environment for babies and children that nurtures curiosity and supports their development. They make sure that settling-in sessions focus on the individual needs of the child and their family. This meticulous attention to detail continues as children progress through the setting and eventually transition to school. Staff place a strong emphasis on supporting children to develop a sense of belonging and ensuring they feel safe and secure within the setting.

Staff plan a sequenced curriculum that enables children to make strong progress in their learning and development. For example, babies practise their scooping and pouring as they splash about in the water tray. Older children have fun as they develop their problem-solving skills, working out how to release the sea creatures from the ice blocks. There is a great sense of anticipation as the ice melts and they see the claws of the crab emerge. Staff make good use of activities to support children's social skills as they work collaboratively and learn to share. Children's behaviour is good and appropriate for their age and stage of development.

Staff are highly knowledgeable about their key children. They can discuss each child's current developmental level and focus on the next steps in learning for each child. This ensures all children, including children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL), make the progress they are capable of.

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

- Communication and language development are a high priority throughout the setting. Staff engage children in conversations as they introduce new vocabulary into their play. For instance, they talk about the three colours of shaving foam they are using to make their ice-cream pictures. The staff explain that chocolate, vanilla and strawberry ice creams together are called Neapolitan ice cream. Staff encourage babies and toddlers to join in with action songs. They watch and begin to copy the staff as they use their arms to make a handle and a spout as they sing the teapot song.
- The provider offers an extensive range of opportunities for children to develop their physical skills. For instance, staff encourage children to take managed risks as they investigate and climb trees in the forest school. Babies practise walking and climbing steps as they learn how their bodies move. Older children have fun as they practise their coordination while participating in races, such as egg-and-spoon races during their sports day activities. Staff recognise the importance of supporting children to build muscle strength to help improve their gross motor skills.

- The staff have an excellent understanding of the children's personalities and interests. They plan an engaging curriculum that supports children and addresses any gaps in learning and development quickly. The staff work closely with other professionals to help any children with SEND and those who speak EAL. For example, they skilfully use visual aids and sign language while interacting with the children throughout the day, providing quality interactions for all.
- The provider has used extra funding effectively to enhance children's emotional development. For example, they provide one-to-one support and have purchased additional resources, such as a sensory circuit to help children regulate their thoughts and behaviours, enabling them to act positively as they develop their social skills.
- Leaders are committed to their role and place a strong emphasis on maintaining staff's well-being. The team is well established and has high expectations for what children can achieve. The provider recognises the importance of continuous professional development and encourages staff to undertake regular training to enhance their knowledge and skills. However, on occasion, some staff are not consistent in supporting children to help extend their learning and gain the most from their activities.
- Staff recognise the crucial role parents play in supporting their children. They have established exceptional communication links with parents. For example, staff exchange information face to face at the beginning and end of the day. They regularly update children's online tracking records and use secure social media sites to connect parents with relevant early years information and videos demonstrating the 'sign of the week'. Parents are extremely complimentary about the caring support they receive from the dedicated staff team. They state that they enjoy attending their children's sports days and play-and-stay sessions to meet with other parents.

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:

- support staff to help them extend all children's learning to embed teaching securely and consistently across the setting.

Setting details

Unique reference number	127000
Local authority	Kent
Inspection number	10392298
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	0 to 4
Total number of places	82
Number of children on roll	113
Name of registered person	Pilcher, Barbara
Registered person unique reference number	RP512986
Telephone number	01843 862120
Date of previous inspection	14 August 2019

Information about this early years setting

Barbies Playschool and Selwyn House Nursery opened in 1984 and operates in Broadstairs, Kent. The setting is open from 8am to 5pm, Monday to Friday, for most of the year. The setting provides government-funded early education places for children aged from nine months to four years. The provider employs 32 staff. Of these, two hold a relevant early years qualification at level 2, and 21 hold a level 3 qualification. Two staff have achieved qualified teacher status.

Information about this inspection

Inspector
Sara Garrity

Inspection activities

- The deputy 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations with the deputy manager to assess the impact of staff's teaching on children's learning.
- The inspector spoke to staff and several parents during the inspection and took account of their views.
- Children talked to the inspector about what they enjoy doing while at the setting.
- The deputy 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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