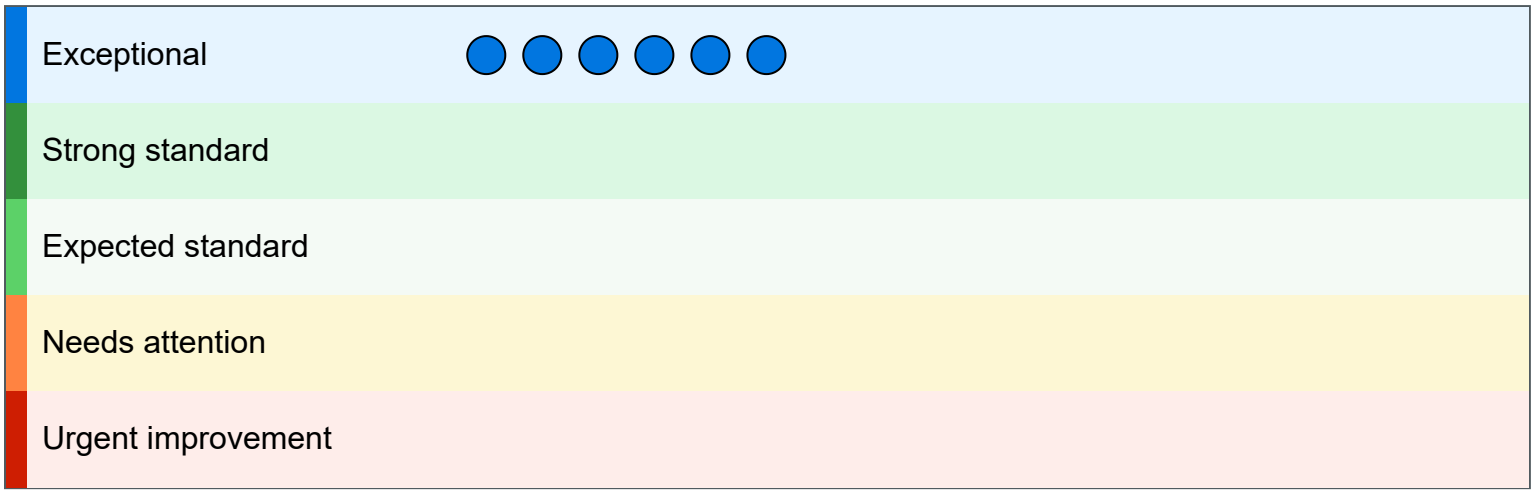
Northfleet Nursery School

Address: 140 London Road, Northfleet, Gravesend, Kent, DA11 9JS

Unique reference number (URN): 118229

Inspection report: 9 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Achievement

Exceptional

Children achieve highly and make excellent progress from their starting points. The curriculum, teaching and environment are deliberately designed to enable all children to achieve well, regardless of any barriers to education or wellbeing. Children, including those with special educational needs and/or disabilities, those at the early stages of learning English and those who are disadvantaged, typically progress at least as well as their peers. Children are typically engrossed in their learning and make rapid progress through the curriculum from their starting points.

Children's personal, social and emotional development, and their communication and language, are highly developed. Children enjoy exploring and learning independently and with peers. They develop an advanced understanding of language and communication, listen attentively to adults and sustain concentration for extended periods. By the time they leave the nursery, children have a secure understanding of language, early phonics and number. They remember and discuss what they have learned across the curriculum and are exceptionally well prepared to start in Reception.

Attendance and behaviour

Exceptional

Children love coming to this nursery and their attendance is high. Leaders build constructive partnerships with families, so they develop positive early attendance and punctuality habits in preparation for school. The school monitors children's attendance methodically. Leaders understand the barriers to attendance which some families experience. Leaders work well with outside agencies so that families get the help they need. Staff ensure that any children who are absent have the support they need to catch up.

Children behave extremely well during structured group times and while playing. Staff are expertly trained to help children understand and manage their emotions. Staff model warm and supportive relationships so that children understand their own feelings and those of others. Children are deliberately taught how to talk about their feelings and resolve conflict through discussion. Any children in need of support get effective help to regulate their emotions and self-calm so they are ready to learn.

When rare incidents of misbehaviour occur, staff deal with them straight away, using them to further model the use of language for expressing feelings. Children are typically engrossed in their learning. They listen respectfully to staff and co-operate kindly with each other.

Curriculum and teaching

Exceptional

Leaders have designed a broad, carefully sequenced and aspirational curriculum. Ambitious language development is at the heart of the curriculum. This develops children's ability to think and reflect in highly sophisticated ways. Leaders have ensured that staff are expertly trained in early childhood development. Staff expertly support children to explore concepts through sensory play, purposeful experiences and high-quality interactions. Children regularly revisit key concepts with increasing challenge, complex language and

independence. As a result, children build knowledge very securely, deepen their understanding over time and are able to reflect maturely on their learning and next steps.

Staff expertly model and explicitly teach language throughout the deeply embedded daily routines. These routines, such as snack time, planning and reflection discussions, are used purposefully to promote the precise language and vocabulary that each child needs to master. Staff carefully include every child during highly structured discussions and adapt their support with precisely tailored scaffolding or challenge. As a result, children manipulate language to think about ideas and express these confidently in group settings. This approach particularly benefits children who have barriers to their learning and/or wellbeing, those with special educational needs and/or disabilities and those who are at the early stages of learning English, who gain language skills and catch up with their peers rapidly. Consequently, children rapidly develop the foundational skills and knowledge essential for future learning.

Inclusion

Exceptional

Leaders build positive relationships with parents and carers as part of children's transition into the nursery. Children who may have barriers to learning or wellbeing have their specific needs identified quickly. Where necessary, leaders work in partnership with external agencies to develop effective support for children. The school has extremely well-developed systems in place to reduce children's barriers to learning. For example, the environment is adapted by design so that all children can access the curriculum. Staff know precisely what children need to understand and remember so they can build subsequent learning securely. Staff are highly skilled in teaching techniques which enable children to understand and remember the curriculum. Leaders systematically monitor, measure and adapt the provision for children with barriers to learning and/or wellbeing. The expertly tailored help that children get enables them to experience success. They quickly begin to enjoy learning and make rapid progress from their starting points. All children access the curriculum equally well. They relish learning and achieve well from their starting points. Children feel a strong sense of belonging and acceptance.

Leaders use additional funding carefully to implement research-informed strategies which have a positive impact on children's achievement, particularly those who are disadvantaged, have special educational needs and/or disabilities or are at the early stages of learning English.

Leadership and governance

Exceptional

Leaders and governors have an astute understanding of the school's priorities and act in children's best interests. Governors understand their statutory duties and carry them out effectively. Leaders are deeply committed to ensuring that the provision for disadvantaged children, children at the early stages of learning English and those with special educational needs and/or disabilities (SEND) is exceptionally well tailored to their needs. Leaders provide staff with accurate information to help children to overcome barriers to learning or wellbeing. Children achieve consistently highly during their time at the nursery and are well prepared for transition into Reception.

Leaders have ensured that staff have excellent professional development opportunities based on evidence-informed research. Leaders empower staff to become specialists in the curriculum, SEND and early childhood development.

Leaders listen to the views of parents and carers. Everyone feels valued and knows that their voices are heard. Leaders build positive relationships with families and ensure that they get the support they need. Leaders involve parents and staff when trialling changes to improve the school and take their views into account. Leaders develop highly efficient ways of working that reduce staff workload and promote wellbeing. Staff are unanimously proud to be part of the team. They are highly motivated and overwhelmingly positive about their contribution to the school's inspirational, shared vision.

Personal development and wellbeing

Exceptional

Leaders have a deep understanding of the school's local context and have honed the personal development programme so that it is extremely relevant and ambitious. During transition into the nursery, leaders and staff secure a deep understanding of children's pastoral care needs. Staff tailor the curriculum so that children get the precise support they require. As a result, all children, including children who have barriers to their learning and/or wellbeing, those with special educational needs and/or disabilities and those who are at the early stages of learning English, can rise to leaders' high aspirations for them.

As soon as children start at the nursery, staff make it an absolute priority to teach children the highly sophisticated language that they need to plan and reflect on their daily behaviour and learning. These carefully honed planning and reflection discussions are integral to the daily nursery routines. Staff deliberately use each routine to model and explicitly teach every aspect of the personal, social and emotional development curriculum. For example, during discussions prior to independent play sessions, staff teach children how to take turns when speaking in a large group. Children also suggest how their peers could challenge themselves during their play to enhance their learning. Staff take every opportunity to teach children how to recognise, discuss and manage their emotions so that children can resolve conflict independently.

Every single aspect of the indoor and outdoor environment is deliberately designed to facilitate children's personal and social development. Staff teach children how to recognise and manage risk when using equipment. Children independently consider the consequences of their play. They develop resilience and confidence as they use the school's extensive indoor and outdoor resources.

Children are taught about different faiths and visit places of worship such as a gurdwara. Through the stories they read, children learn about a range of notable people such as artists and authors from different backgrounds. Consequently, children show maturity and respect each other's interests and preferences.

What it's like to be a pupil at this school

Children develop confidence, resilience and enthusiasm for learning in this nursery school's welcoming and inspirational environment. Children arrive eagerly and cannot wait to begin well-designed activities with staff who understand their interests and needs. Children are helped by skilled staff to overcome any barriers to wellbeing or learning. Children rightly feel happy and safe. They know that their trusted key person will help them with any worries. Children develop a love of learning and they thrive personally, socially and emotionally.

Children enjoy coming to the nursery and they attend well. Staff work in partnership with children's families to encourage regular attendance habits in preparation for their future transition to school. Leaders understand the barriers to attendance that some families experience and provide just the right support.

Children relish the well-embedded daily routines, such as snack time and work time, taking part in them wholeheartedly. During structured group times, children concentrate intently as they are guided by staff through sociable conversations. Bullying is not tolerated and hardly ever happens. If there are any behaviour concerns, staff address them immediately and expertly model conflict resolution for children.

Children are challenged to learn a highly ambitious and coherently sequenced curriculum which focuses particularly on language development. The curriculum is regularly reviewed and tailored to meet children's individual needs and interests. Any children with barriers to learning have bespoke support and typically achieve as well as their peers. Children gain a deep understanding of the key knowledge and skills needed for future learning. This means that all children, particularly those at the early stages of learning English, those with special educational needs and/or disabilities and disadvantaged children, achieve very well from their starting points. Children from all starting points thrive at this nursery and are extremely well prepared to transition into primary school.

About this inspection

The chair of the board of governors in this school is Jacky Pike.

Inspectors carried out a full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, members of staff, children, a representative from Kent local authority and governors during the inspection.

Headteacher: Neerasha Singh

Lead inspector:
Jo Brinkley, His Majesty's Inspector

Team inspector:
Margaret Coussins, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 9 June 2026

School and pupil context

Total pupils

92

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

Pupils eligible for free school meals (FSM)

0.0%

What does this mean?

The proportion of pupils eligible for free school meals.

Pupils with an education, health and care (EHC) plan

0.00%

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

Pupils with special educational needs (SEN) support

13.04%

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright