

# The Kinsbourne Common Nursery and Pre-School

St Mary's Church Hall, Luton Road, Harpenden, Herts, AL53QE

## Inspection date

Previous inspection date

21/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff have a good understanding of the Early Years Foundation Stage. They are therefore able to promote children's learning through play, daily routines and structured activities.
- Children's behaviour is good and they are happy and keen to explore and learn. This supports them in developing positive attitudes to school and future learning.
- Thoughtful daily routines and good staff interaction mean that children's language, communication and social skills are promoted well. Children who have special educational needs and/or disabilities are well supported and so make good progress.
- Assessment information is used well to ensure that planning is based on children's interests and developmental needs. The effective use of the key person system enables staff and families to work together to promote children's learning and development.

### It is not yet outstanding because

- There is further scope to organise the resources in order to facilitate children's independent choice.
- Opportunities for children to write and make marks are not always optimised in all areas of play.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the setting and the outside area.
- The inspector held meetings with the manager/provider of the provision and with the co-provider.
- The inspector talked with children present.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation information and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kelly Eyre

## Full Report

### Information about the setting

The Kinsbourne Common Nursery and Pre-school was registered in 2012 on the Early Years Register. It is situated in a church hall in the Kinsbourne Green area of Harpenden, Hertfordshire, and is managed by a private provider. The setting serves the local area and is accessible to all children. It operates from one main room and there is a fully enclosed area available for outdoor play.

The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above.

The setting opens Monday, Wednesday, Thursday and Friday during school term times. Sessions are from 9.15am until 12.15pm, with the option of a lunch club until 1pm on a Wednesday. Children attend for a variety of sessions. There are currently 11 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- continue to develop children's growing independence by reviewing their access to resources so that they are able to make further independent choices and thereby extend their play
- extend opportunities and resources for children to write and make marks during role play and other activities.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Practitioners quickly get to know the children because they gather a wide range of information from their parents. They are therefore, able to ensure that children are always offered appropriate support and their individual needs are consistently met. This contributes to children feeling secure at the setting. They are eager to explore and learn and are thus developing a positive approach to learning. Teaching techniques are strong and practitioners confidently encourage children to develop their own play and ideas, offering support and encouragement when needed. For example, children have time to explore the train set before a practitioner joins them and encourages them to build tracks and trains. Children become engrossed as they join the carriages and state they are 'trying to build a train as long as the room'.

Practitioners understand how children learn as they play and can therefore support them in developing the skills to learn effectively. They model inquisitive behaviour and encourage children to think further and solve simple problems. For example, during snack time children count the bread sticks as they serve them. The practitioner wonders how

many will be left if they eat some. Children are intrigued and experiment by taking away some of the bread sticks, going on to make statements, such as 'four bread sticks, take two away and that makes two left'. Thoughtful daily routines mean that children are supported well in developing their confidence and language and communication skills. For example, children enjoy group times where they stand up to tell everyone about the items they have brought in.

Children's starting points are thoroughly assessed when they first start attending the setting. Practitioners work in partnership with parents to obtain this information. It is then used to inform the initial planning of resources and activities, thus contributing to children feeling secure and welcome. Good communication procedures mean that parents have opportunities to share updates about their children and regularly view their child's assessment files. The setting also uses electronic mail systems to send copies of the weekly planning to each parent. This means that parents are well informed of current activities and are therefore supported in extending their child's learning at home.

Thorough ongoing assessments of children mean that practitioners have a good understanding of each child's current developmental stage and interests. Good tracking procedures mean that they can check that all children are making progress. They seek additional help whenever needed so that they are able to promote the progress of all children towards the early learning goals. They work exceptionally well with children who have special educational needs and/or disabilities. They pay close attention to ensuring that all children are supported and take an active and meaningful part in the activities and everyday routines of the setting. For example, Makaton sign language is actively used throughout the session with all children. This aids children's communication skills and thereby supports the ongoing development of their social skills. Children are therefore well prepared for participating in everyday life.

Practical activity planning is securely based on children's needs and interests. Key persons diligently assess children's progress and use the Early Years Foundation Stage guidance to assist in planning their next steps. These are then fed into the weekly planning, with ongoing evaluations to monitor children's progress. The planning is also reviewed to ensure that children are offered balanced opportunities to play independently and participate in group and structured activities. Children are therefore supported in playing an active role in their learning while also learning to share and work cooperatively.

Children are offered a wide range of opportunities that promote their physical development. For example, they learn to use small implements, such as pencils, scissors and paint brushes. They also develop skills in balance and coordination as they participate in ball games and music and movement sessions. Children are offered a variety of opportunities to learn about the diversities of society. For example, they access relevant resources, such as role play items, globes and books, which give positive images and information. They also participate in activities associated with traditions and festivals, increasing their awareness of different ideas and ways of life. Children have appropriate opportunities to make marks and develop early writing skills. For example, they make marks in the sand and use pens and pencils as part of craft activities. However, writing materials are not always readily available in role play areas and alongside other activities. This means that children are not fully encouraged to develop the use of writing for a

purpose, such as writing lists and notes.

### **The contribution of the early years provision to the well-being of children**

The key person system is used well and supports good partnership working with parents and carers. This helps to ensure that children feel secure and are able to build good relationships with practitioners. Ongoing observations and assessments of children are used to check that children are happy at the setting and are making good progress. Practitioners play alongside children and support them well, promoting their independence and encouraging them to explore and express their views and ideas. Children are therefore supported in developing a positive outlook to learning and are well prepared for the transition to school.

New children are helped to settle because practitioners work with parents to find out about their interests and needs, including these in the activity planning. Thoughtful interaction with children means that their sense of worth and self-esteem are promoted. For example, practitioners offer children praise and encouragement for both their efforts and achievements. Children work well together, organising their play and sharing the resources. Well-considered daily procedures mean that children are encouraged to begin to take responsibility. For example, while tidying up, practitioners give children clear and simple directions so that they play a meaningful role in this task. Practitioners act as good role models to children and create a positive environment. Children respond to this and are learning to appreciate and respect the needs and views of others.

Children are able to make some independent choices about their resources. For example, they choose toys from a low-level cupboard and from those arranged at child-height. However, their wider choice is not fully promoted as they are not aware of further items stored out of sight and so cannot extend their play and learning to the optimum. Practitioners support children well in developing their self-care skills. For example, children serve themselves and pour their own drinks at snack time. Children are gaining a good awareness of the relevance of healthy practices. For example, they learn about the effects of exercise as they talk about the importance of gently stretching and 'warming down' after participating in physical exercise sessions. Ongoing discussions and specific activities support children in gaining a good understanding of safety issues. For example, they learn about the practicalities of fire safety during a visit from the fire service.

### **The effectiveness of the leadership and management of the early years provision**

The setting owners and practitioners work together to set high standards for the quality of care they offer. Thorough and honest self-evaluation takes into account the views of practitioners, children and parents. This ensures that there is a balanced and representative overview of the setting's practice. Clear action plans ensure that changes are prioritised well and lead to improvements in the provision for children. For example, the procedure at circle time has been changed so that children can more easily participate

and thereby develop their social and communication skills. Thorough performance management systems mean that the work of practitioners is monitored well and their professional development is promoted.

The manager uses robust procedures to assess and monitor each child and ensure that they are making good progress. The setting liaises with other professionals, enabling them to work together to support children and their families. Practitioners build and maintain good relationships with parents. This helps to ensure that children's care is consistent and their welfare and development are promoted. There are clear procedures for sharing information with others caring for the children. For example, the setting exchanges assessment and planning information with other nurseries attended by the children, enabling all to work together to promote children's individual development.

Children's welfare is prioritised and consistently promoted. This is supported by the implementation of thorough safeguarding procedures and the active use of a safeguarding audit tool. The manager, owners and practitioners are clear about their responsibilities and work in partnership with families and external agencies. Practitioners have attended relevant training and demonstrate a good understanding of safeguarding issues. There are stringent procedures to ensure the suitability of all practitioners. Thorough risk assessments and daily safety checks ensure that the environment is safe and welcoming to children. This supports them in enjoying their time at the setting and contributes to a positive childcare experience.

## What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY452312
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	811256
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	11
<b>Name of provider</b>	The Partnership of Deborah Campbell and Anna Gay
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01582 767916

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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