

# The Kingsdown Nursery School

Kingsdown Nursery School, Kingsdown Road, LINCOLN, LN6 0FB

## Inspection date

Previous inspection date

09/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

4

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

## The quality and standards of the early years provision

### This provision is inadequate

- The induction process is weak, this means that staff knowledge and understanding of the safeguarding procedures are limited, which compromises children's welfare.
- There is no effective system in place for the on-going supervision of staff. This limits the potential of the provision to make continuous improvement.
- Methods of assessment are not embedded and are not accurate enough to securely identify children's stage of development, or to inform well targeted planning to bring about good progress for all children.
- Reflective practice is not embedded or effective in identifying where the provision does not meet the requirements of the Early Years Foundation Stage.
- Parents are not given information about how they can contact Ofsted should they wish to make a complaint. This does not promote children's welfare.
- Parents do not receive sufficient encouragement to be involved in their child's learning.

### It has the following strengths

- Children form secure attachments, therefore, they are confident and settled.
- Staff are enthusiastic and engage with children in their play. This means that children persist with activities, practicing and developing some skills and language.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 classroom and garden and interacted with the children and staff.  
The inspector had a prolonged discussion with the room manager. Samples of documents were seen, including suitability checks made on members of staff, policies and procedures and children's records.
- The room manager and the inspector carried out a joint observation of teaching practice and discussed this.
- The views of parents spoken to were taken into consideration.

## **Inspector**

Elisabeth Wright

## **Full Report**

### **Information about the setting**

The Kingsdown Nursery School was registered in 2012 on the Early Years Register. It is situated Birchwood area of Lincoln, Lincolnshire and is managed by the governing body of Kingsdown Nursery School. The setting serves the local area and is accessible to all children. It operates from a base room for children aged between two and three years within the Kingsdown Nursery School. There is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications, one at level 3, one at level 2 and the head teacher has Qualified Teacher Status.

The nursery opens Monday to Friday term time only. Sessions are from 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently nineteen children attending who are in the early years age group. The nursery provides funded early education for two- year-old children. It supports children with special educational needs and/or disabilities.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the safeguarding of children's welfare by establishing robust induction procedures, which ensure that all staff have a secure understanding of how to proceed if they have child protection concerns
- ensure that parents are made aware of the contact details for Ofsted should they want to make a complaint
- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development
- involve parents in their children's learning by improving the exchange of information on entry and during the placement and encouraging them to share their views and enhance children's learning and development at home
- implement a culture of mutual support and continuous improvement by putting effective arrangements in place for the supervision of staff, in order to support a shared understanding of their roles and responsibilities.

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

- develop effective systems for careful monitoring, analysis and self-challenge, and use the views of staff, parents and their children to help develop challenging targets for improvement that are focused on raising the overall level of quality and children's achievements over time.

**Inspection judgements**

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

There are some weaknesses in the educational programme of the provision, which means it does not meet the learning and development requirements. Information is gathered from parents when their child enters the provision, but this focusses on care needs, rather than the parents' views of their child's level of achievement. This means that children's starting points are not securely identified in partnership with parents on entry to the provision and there are no initial assessments in place. Therefore, children's progress is not sufficiently well recognised and planning for their next steps is not well targeted. A system of assessment has been recently introduced in order to track children's individual

progress, in preparation for their progress check at two years, and to monitor the progress of the group as a whole. However, the vital information which parents have about their own children's learning and development is not sought or taken into account and information from the observations which staff make of the children is basic. Consequently, the assessments lack accuracy and do not provide staff with the information they need in order to understand children's level of achievement and shape their learning experiences. Where children have special educational needs and/or disabilities identified, staff work in partnership with other professionals in order to support them. However, monitoring of their progress is not recorded and the inaccuracies of assessment limit the effectiveness of this support. The weaknesses in the assessment arrangements mean that children's individual learning needs are not sufficiently well identified and met. Consequently, children do not always acquire the necessary skills to prepare them for the next stage in their learning because they do not always make best progress.

Staff in the provision are enthusiastic and engage with the children in their play. Children develop independence because they are encouraged to try things for themselves. They develop communication and language skills as they listen to staff and are listened to in relaxed and friendly conversation. This approach supports them to persist with their activities. A member of staff sits with children playing with play dough and shows an interest in their play through comments and praise. She uses some open ended questions, which encourage the children to explore the dough. However, because learning aims of activities are not securely established, learning is not consistently extended. For example, children join in enthusiastically with a musical instrument activity in the garden, responding with excitement as they sing and develop a sense of rhythm. The member of staff does not extend this by introducing new words to describe the sounds or the instruments or tell the children what they are called. Staff are conscious of the young age of the children and keep adult-led activities flexible and playful, which invites their participation. Activities cover all areas of development. A display of photographs, which children have taken themselves, show their developing understanding of technology. A member of staff invites children to look at a book with her and introduces counting as they look at the pictures together.

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

Children's wellbeing is not adequately supported because the requirement to provide support, advice and guidance to staff in how to understand and implement the safeguarding policy is not met. Staff spoken to have an understanding of how to proceed initially should they have child protection concerns. However, they cannot explain how they would proceed with reporting these concerns should the designated person not take action, or if a member of staff was behaving inappropriately. This compromises the children's safety.

Other aspects of children's safety are adequately supported in the provision. Environmental checks in line with the risk assessment ensure that they can play safely in the classroom and garden. Staff give children consistent reminders, encouraging them to think about their own safety and that of others, for example, when riding bikes in the

garden. Parents contribute information about children's care needs on entry to the provision and liaise with their allocated key person to ensure a smooth transition into the provision. Children demonstrate a sense of security and confidence, which is engendered through the secure attachments formed with their key persons. This is enhanced by the consistency they experience in established routines and explanations. Children approach staff readily if they need help. One child runs enthusiastically across the garden with her arms open for a cuddle when she sees her key person come outside.

Behaviour in the provision is good, taking into consideration the young age of the children. This is promoted by timely and sensitive staff interventions when issues arise. For example, a member of staff dealing with a situation where a child has pushed another out of the way, focuses on explaining the feelings of the child who was pushed, which helps them to understand the consequences of their action. The situation is soon resolved and the children return to playing happily together. Children benefit from a range of resources and a well organised environment that stimulates engagement.

Children's health is supported by nutritious fruit and milk at snack time and regular opportunities to play outside in fresh air. Children begin to understand how to support their own self-care, as they lift their hands in readiness for hand-gel before they begin to eat snack from their bowls. Children's growing confidence and security prepares them socially and emotionally for their move into the older class of the nursery school. For example, although many children have only attended for a short time they ably follow routines, such as snack time, know where things are in the room and are developing independence as they complete simple tasks for themselves, such as, putting on their own coats.

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

The leadership and management of the provision is inadequate. The registered provider has not met several of the legal requirements of the Statutory Framework for the Early Years Foundation Stage. Weaknesses in the assessment arrangements for learning and development mean that children's individual learning needs are not sufficiently well identified and met. Children's progress has not been tracked; therefore, staff cannot demonstrate that children are making progress, or that any emerging gaps in learning and development are identified to ensure that no child gets left behind.

Recruitment procedures include appropriate checks made to establish the suitability of staff to care for children. These are not then built on, to ensure staff have a clear understanding of their roles and responsibilities. The induction of new staff into the setting is basic. Therefore, although there is a safeguarding policy in place, which is given to all staff, this is not implemented effectively enough. The knowledge and understanding staff have of these procedures is not monitored or embedded. Discussion with staff highlights that they do not know there is a whistle-blowing policy, and therefore, they are not confident in describing how they would proceed if there were organisational safeguarding

concerns.

Supervision arrangements are not effective to bring about continuous improvement. Some training has been organised, through a conference the staff team are planning to attend. Staff have chosen workshops they feel will improve their practice. However, informal observation and discussion is not extended to provide support and coaching and identify training needs for all staff. Therefore, training is not targeted in order to improve their personal effectiveness in meeting the children's needs.

Poor monitoring of the provision has resulted in these weaknesses not being identified and appropriate action being taken. Discussion with staff present at the inspection demonstrates they are not involved in reflective practice or self-evaluation and are not aware of specific targets or challenges set. Although the views of parents are welcomed, through parents' evenings and informal discussion, these are not effectively utilised.

Parents comment that they are happy with the provision and say that they are given information on their children's activities each time they attend. They express that their children have grown in confidence and are happy. Parents have not been given the required contact information for Ofsted, should they wish to make a complaint about the provision, meaning that a legal requirement is not met. Some partnerships are in place with other professionals, in order to support any children requiring additional help. However, weaknesses in the internal assessment arrangements of the provision do not support the effectiveness of these partnerships sufficiently well.

## 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 action. 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>	EY455010
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	893513
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Kingdown Nursery School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01522 684335

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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, which are usually the childminder's 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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