

# The Kingsdown Nursery School

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

## Inspection date

24/02/2014

Previous inspection date

09/05/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

|  |   |
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| 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

- Children make good progress in their learning and development as they engage in a broad range of activities indoors and outdoors, which are planned around their interests and developmental needs.
- Everyone is committed to safeguarding children and they fully understand their roles and responsibilities and the procedure to follow should they have any concerns.
- The Headteacher and staff team are passionate and enthusiastic individuals who give meeting children's needs and well-being high priority. This dedication has a positive effect on children's care and education.
- There are strong partnerships between the staff and parents and carers and this promotes children's care and learning well.

### It is not yet outstanding because

- There is scope to develop further opportunities that support children's very good early literacy and reading skills, in the environment.
- There is scope to reorganise the routine for snack time as children's play is interrupted. As a result, learning is not as effective at this time and their interest in activities is not always sustained.

## **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 each room of the day care and the outside learning environment.
- The inspector conducted a joint observation with the deputy.
- The inspector held discussions with the Headteacher of the day care the deputy and the room staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the day care's self-evaluation and improvement plan.
- The inspector took account of the views of parent's spoken to on the day.

## **Inspector**

Sharon Alleary

## Full report

### Information about the setting

The Kingsdown Nursery School was registered in 2012 on the Early Years Register. It is situated in the 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 six members of childcare staff. Of these, three hold appropriate early years qualifications: one at level 3, one at level 2 and the Headteacher 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 17 children attending who are in the early years age group. The nursery provides funded early education for two-year-old children. It supports children who speak English as an additional language and 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:

- enhance children's early interest in literacy and reading in the indoor and outdoor environment by, for example, using signs, names and letters so that they can learn about words and make connections in their play
- review and reflect on children's snack time so that staff use this more effectively as a valuable learning experience, for example, by allowing children to continue what they are doing and make their own choice to have snack.

## Inspection judgements

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

Children are keen to explore and investigate because staff provide a stimulating learning environment and have a clear understanding of how children learn through play. As a result, children have good opportunities to enhance their development across the prime areas of learning. Parents are involved in their children's learning right from the start when staff ask them about what their children can already do. This forms the baseline starting point to begin children's learning journey. Planning is effective in providing a broad range of interesting daily activities, based on children's interests and individual learning needs. The daycare caters for children aged two to three years. Staff concentrate on planning for the prime areas of learning because they recognise that these are the areas that children need to be secure in first. Tracking and monitoring is effective in

highlighting children's progress and enables staff to identify where children need the encouragement to take the next steps in their learning. The daycare completes the progress check at age two and written summaries are shared with parents. Children are supported very well through small group activities and child-led play, which encourage their developing skills in readiness for the onsite nursery and eventually school.

Children are beginning to learn new words rapidly and enjoy using them in sentences, such as 'It's getting all sticky'. Staff ensure they model language, repeat words for reinforcement and praise young children for their efforts, for example, by replying 'sticky, I like that word'. Staff ask open-ended questions to extend children's thinking skills. For instance, when playing in the rice, staff ask, 'Why do you think that's not going around now?' Children are provided with a wide range of sensory experiences so they can explore and investigate natural articles. For example, they sort and count with pebbles and shells. The outdoor learning environment provides delightful opportunities for all children to be active, using small and large play equipment. They develop their imaginative ideas through exciting role play opportunities, such as the newly introduced safari walk. They explore the den-like structure, using picture cards to locate the animals on their adventure. Children are actively encouraged to write, draw, and make marks, patterns and pictures at every opportunity, both indoors and outside. Children enjoy the sensory activity of making play dough and discover how the mixture changes. While waiting for the dough to cook, staff suggest children count one to 10 and then see if it is ready. Staff use a very good running commentary to engage with the children. Once made, the children are encouraged to make faces with the play dough. This extends their interest and involvement, as well as developing fine motor and physical skills.

Children listen attentively to age-appropriate stories. Staff engage their interest as they show them pictures and ask open questions using skilful storytelling techniques. The story comes to life as children act out the animal traits. Children learn about cause and effect as they play with pretend mobile telephones and battery operated toys, such as music players. Children in general, are confident communicators and happily engage in conversation with staff and other children. Staff are skilled at listening and talking to children to promote their speech and widen their vocabulary. Occasionally, they supplement this with gestures. This supports those children with English as an additional language and children with special educational needs and/or disabilities well. Management and staff understand the importance of working closely with parents and supporting their individual needs. Parents are well informed about their children's progress and learning through regular meetings with the key person and daily discussions. The daycare share, 'What works well', sheets with parents and offer suggestions for parents to extend their children's learning at home.

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

Children develop strong bonds with their key person and the whole staff team. This ensures their well-being is fully supported. Every child has a key person who meets and greets them when they arrive at daycare. The deputy gathers key information from parents on their initial 'stay and play' visit in order to get to know children's interests and individual care needs. Most children are happy on arrival, displaying high levels of

motivation and they are confident to access the activities available. Staff are very sensitive to children's individual needs and understand that some children may need additional support at times in order to feel comfortable and secure. For example, children who find returning after half term difficult are supported by their individual key person who gives cuddles and one-to-one interaction to promote their well-being. Consequently, children feel safe and gradually begin to explore, using their key person as a secure base. The walls contain examples of children's creative work and this gives them a sense of belonging and shows them that their opinions and creations are valued by staff. Children behave very well and this is because they know the routines of the daycare and respect each other. Staff are good role models to the children regarding behaviour as they encourage manners and kindness at all times. The children pick up on this behaviour as they have a high regard for how their friends are feeling and want to help each other. For example, children bring a tissue to their friend who is crying.

Children learn to share and take turns and these cooperation skills are skills for life. Staff consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. Staff promote children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. This is because children have access to regular fresh air and exercise during outdoor play along with healthy snacks. Children are learning good hygiene routines and know they must wash their hands with hand gel before eating. Staff use a catchy rhyme to engage the children further. Snack times for children are sociable occasions as they sit together in small social groups. However, staff do not always fully appreciate that not all children want or are ready for snack. Consequently, their play is interrupted. Children learn about keeping themselves safe. For instance, they are reminded to sit on their bottoms on a chair. Children are involved in the fire drills to ensure they know how to look after themselves in the event of a fire. Staff hold first-aid certificates so they can keep children safe at all times.

The resources are of a good quality and displayed to encourage children of all ages to become independent as they choose what they wish to play with. The well-equipped outdoor area offers the children many different experiences and learning opportunities that help promote their all-round development. However, there are fewer opportunities in the environment for children to focus on meaningful print and make connections in their learning. This means children's very good early interest in print is sometimes not as well promoted as other areas of learning. For instance, boxes are labelled with pictures, but not words. The daycare is in the heart of a close knit community. The Head teacher speaks passionately about the benefits of such a service to meet the needs of families in the area. Positive and long standing links with the adjoining nursery school and close-by primary schools mean that children are already familiar with the school building, staff and routines by the time they start there. All children benefit from the strong procedures in place to support their move to nursery school. Their key person accompanies them on their visits, offering them continuity and staff exchange good quality information between establishments.

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

The Head teacher and deputy are passionate and enthusiastic about meeting children's needs to a high standard and use their knowledge of the Early Years Foundation Stage to support each child to their full potential. Children are well safeguarded in the day care. Comprehensive child protection policies and procedures are known and understood by all staff. The Head teacher understands her responsibilities well and implements these effectively to ensure that children are safe. For example, staff are regularly questioned on what they might do in different safeguarding situations. The senior leadership team monitor tracking documents and children's 'red books'. This ensures they show an accurate assessment of children's skills, abilities and progress and can support staff to target specific areas of learning, if necessary. Effective recruitment procedures ensure that only those suitable to work with children are appointed. Detailed individual induction programmes are in place for new staff.

Management monitor the performance of staff formally through regular appraisals, supervision meetings and observations of their practice with children during activities. Regular team meetings provide everyone with the opportunity to contribute ideas and thoughts to decision making. High priority is given towards professional development and staff regularly attend courses to develop their skills and expertise. For example, the deputy is attending leadership training. She speaks enthusiastically about the impact this has had on her practice, specifically commenting on her growing confidence. Clear consideration is given to keeping children safe within the daycare. This is supported by thorough policies and procedures that are understood well by staff and are implemented effectively to protect children. Detailed risk assessments and daily checks ensure children play in a safe environment. Staff are deployed well at all times to supervise children both inside and outside.

The day care have successfully addressed all the actions and recommendations raised at the last inspection. For example, supervisions are fully embedded and of a high quality. As a result, strengths and weaknesses in staff teaching are identified and they are supported and coached by the deputy to make any improvements. Efficient systems are in place for the self-evaluation of the day care to reflect the good practice and prioritise any areas for improvement. Staff and parents are involved in the self-evaluation process and ideas for improvement are carefully considered. For instance, the head teacher is keen to raise standards in the day care to secure future funding for two-year-old children. Staff are effective in developing close partnerships with parents and carers to fully meet the individual needs of the children. For example, they work closely with parents around toilet training and respect their views at all times. Staff share information with them on a daily basis through discussions. Effective partnerships with external agencies help to secure well-timed interventions to ensure children receive any additional support they need. There is a secure two-way flow of information to support children's learning.

## 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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>           | 922589                                 |
| <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>  | 17                                     |
| <b>Name of provider</b>            | Kingdown Nursery School Governing Body |
| <b>Date of previous inspection</b> | 09/05/2013                             |
| <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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