

Kenilworth Nurture Nursery

Kenilworth Childrens Centre & Nursery School, Bertie Road, KENILWORTH, Warwickshire, CV8 1JP

Inspection date

Previous inspection date

16/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Highly skilled staff use their excellent understanding of how children learn to provide rich, varied and imaginative experiences for them. As a result, children are fully engaged and motivated to learn. They make superb progress based on their capabilities and starting points, and are extremely well prepared for the next stage in their learning.
- Leaders within the nursery are highly motivated and successfully strive for and achieve excellence. They have an exceptional overview of children's needs through dynamic monitoring of practice and robust systems for evidencing assessments of children's development. As a result, the nursery provides high standards of care and learning for all children.
- The success of the nursery is attributed to the fact that the staff and leaders put children and their parents at the centre of everything they do. This strong ethos results in children being settled, confident and competent communicators.
- Children's emotional needs are continually nurtured and they flourish in this wonderful environment. Staff are sensitive, provide affection and stability and build on the children's self-esteem. Consequently, children display high levels of independence, trust, curiosity and concentration.
- Utmost priority is given to the safeguarding and welfare requirements, including all staff's responsibilities with regard to child protection. As a result, children are safe and their welfare is promoted exceedingly well.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and outdoor area.
- The inspector held meetings with the headteacher and senior early years educators.
- The inspector carried out a joint observation with the headteacher.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and information and feedback from parent surveys.

Inspector

Kim Barker

Full report

Information about the setting

Kenilworth Nurture Nursery was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose-built school and children's centre premises in the Kenilworth area of Warwickshire and is managed by the local authority. The nursery serves the local area and is accessible to all children. It operates from one main room and meeting space, and there is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including one with level 5 and one with Qualified Teacher Status. The nursery opens Monday to Friday during term time only. Sessions are from 9.15am until 11.15pm with an optional lunch club until 12.15pm. Children attend for a variety of sessions. There are currently 42 children on roll who are in the early years age group. The nursery provides funded early education for two-year-olds. 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 the already excellent opportunities staff use to engage with parents and carers in complementing children's learning at home and when they attend other settings, so that they continue to be inspired through the sharing of expert practice.

Inspection judgements

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

The nursery's inspiring ethos describes their 'image of the child' as confident communicators who explore their environment. This results in staff placing a sharp focus on the three prime areas of learning during the settling-in period. For example, children are enthusiastically engaged in conversation to effectively support their communication and language skills. They receive strong support for their physical, personal, social and emotional development to allow them to fully investigate the dynamic environment. For example, a den is created in the role play area to allow children to access small quiet places so they feel safe in their new environment. Consequently, all children make significant progress from their initial starting points. Staff have very high expectations for children. As children grow in confidence and ability within the three prime areas, staff use their excellent understanding of how children develop to place an equal focus on all seven areas of learning. For example, the rich environment, indoors and outdoors, and a wealth of resources are organised to provide optimal challenge during children's incidental play. Staff work exceptionally well together to ensure the children benefit from an educational programme that clearly fosters opportunities for active learning and for them to create and think critically. Staff are highly skilled in playing alongside children, using language to

help them to make links between ideas and what they should do next. For example, children recognise footprints they have made on the ground from stepping in water that has been used to water the plants. Staff expertly recognise the links they are making and provide paint pots and brushes to support children's mathematical and writing development. Children are highly motivated to investigate with making marks and recognising patterns in the environment. Staff use their excellent knowledge of how children learn when they are in a small group to ensure that they remain highly motivated and enhance all aspects of learning. For example, staff describe children from photographs in an imaginative self-registration. Children are enthused by the interaction and encouragement as staff use the initial letter sounds of children's names and then confidently recognise who it is that staff are describing. Children actively contribute as they listen to stories and join in with repeated refrains and anticipate what will come next. This promotes their literacy, communication and language development. Consequently, although these children will not start school for another year, many already have the key skills needed for school and all have made significant gains in their development from their starting points.

The excellent partnership with parents is instrumental to the success of the nursery. They are involved from the outset and throughout their child's time at the nursery, which results in parents successfully supporting their children's learning and helping shape the service offered. For example, parents share children's interests and learn from discussions with staff how their children are learning through play. Staff use observation and assessment extremely well to plan for the children's individual next steps in their learning. They take photographs and videos, make observations with links to the areas of learning and careful, accurate assessments of children's development. This efficient system is used to provide highly innovative experiences in shared encounters that actively engage children in their learning. This results in teaching that is inspiring and helps children to learn even more. In addition, this information is used by staff in their robust recording of children's development, that they call 'children's learning stories'. This valuable information is then shared with parents every half term in meetings arranged by the nursery. Parents comment that they find the video clips that staff use to share episodes of learning an excellent way of finding out how confident and self-assured their children are at nursery. Staff's ongoing highly innovative ways of sharing children's individual progress with their parents are used so they too have opportunities to extend their child's learning when they return home. For example, parents of children who show a particular interest in planting seeds and how things grow tell how on the journey to nursery they investigate what is growing on route. The highly skilled staff use robust systems for tracking assessments of children's development. They can then quickly identify any possible delay in development. Staff are highly motivated to support individual children's needs in planning activities to help narrow this gap swiftly. For example, children with special educational needs and/or disabilities are well supported due to the extremely close relationships built with parents. This results in staff consulting with them from the start about what their children already know and interests them. They plan joint strategies to strengthen their development, with all making rapid progress from their starting points. The nursery has excellent partnerships with other professionals and engages with them when appropriate and following careful consideration with parents. For example, staff use sign language to expertly reinforce speaking and listening while playing in the sand.

Teaching is outstanding. This results in frequent opportunities to support children's learning and development through purposeful interaction that promotes children's communication skills and their personal, social and emotional development. Staff are highly skilled in using the characteristics of effective teaching to skilfully encourage children's thinking and curiosity. They use open-ended questions and allow time for children to respond and consider what will happen next as they build a bridge with large building blocks. They are helped to consider why it keeps falling over and benefit from receiving continuous praise and encouragement from staff for their efforts and achievements. This develops children's confidence and self-awareness. When another child joins the group bringing horse figures, the construction then becomes a stable. As a result, they begin to represent their own ideas, thoughts and feelings through their play. Children actively contribute to the conversation, paying attention to what others say and respond appropriately. As a result, children's imagination and self-confidence in speaking and listening are fully supported. Children are highly motivated in finding out about growth, decay and changes over time. Seeds that were planted some time ago have been carefully nurtured. Staff have maintained children's interest by extending activities exceedingly well. For example, children are encouraged to choose which lettuce leaves and radishes have grown enough to be picked. Staff effectively use open-ended questions to support children to think critically in finding out which part of the plant to discard, why they need to be washed and if they want to taste what they have grown. Staff are able to significantly enhance children's understanding as they show concern for living things. For example, as children find a tiny snail amongst the lettuces, staff spend time talking about what they should do with it. Later in the session, children recognise a picture of a snail in a book and confidently share with others what they have learned. Staff support children exceedingly well in understanding the use of technology for a purpose. Children show a particular interest in operating the salad spinner; they are fascinated in how their actions make it work and then make it stop. Overall, children benefit highly from staff's first-class practice in using the characteristics of effective teaching in supporting their learning and development.

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

The nursery's excellent procedures for engaging with parents make sure they find out about children's interests and preferences by gathering useful, rich information from parents from the onset. This results in the foundations for establishing effective relationships before the child starts at the nursery. Superb settling-in procedures mean the move between home and nursery is a highly positive experience. For example, staff use their wealth of experience to offer a home visit for families who have never been to nursery before. To further support their transition from home to nursery, the headteacher ensures that additional members of highly skilled staff are available while children are visiting and during their settling-in sessions. The additional staff engage with parents to support their understanding of helping their children with the transition. This allows key people to make excellent use of the settling-in time in forming appropriate attachments with children that effectively promote their emotional development. As a result, parents comment that the transition to nursery is seamless. Children's well-being is expertly supported through family grouping of children in a key person system that is well embedded across the whole of the nursery. The nursery's strong ethos and the high

priority that the headteacher places on effective staff deployment ensure that children benefit from close interactions with familiar adults. For example, children have strong relationships with their key person and confidently seek out other children who are in their family group when they arrive in the mornings. This reinforces their sense of belonging and results in children being confident to explore and investigate their surroundings and make rapid progress. Relationships with parents are supported exceedingly well through daily key person handovers that include information about what their child has done during their day. Photographic displays of children highly engaged in their play are expertly annotated with key language that staff use to support children's language development. For example, parents comment when they see a photograph of children looking closely at radishes through a magnifying glass, with the statement 'I can see patterns'. Parents recognise that their child has been telling them all about radishes and that is something that they would say. Children use a familiar adult as a secure base from which to explore the outstanding environment. For example, as children move freely between indoor and outdoor spaces, they 'check in' with their key person for reassurance and affirmation.

Children are encouraged to behave well as staff provide them with clear and consistent boundaries. For example, children observe a child from across the garden who is climbing up the slide the wrong way and quickly make adults aware so that they can intervene. As a result, children play cooperatively, sharing and taking turns, promoting their personal, social and emotional development in managing feelings and behaviour. Children learn about keeping safe as they regularly take part in fire evacuations so they are familiar with what they have to do in an emergency. Staff help children to fully understand what is happening as they go on their 'safe walk'. Children understand how to keep safe indoors as staff reinforce safe practices, such as transporting resources around the environment safely and being careful around wet areas. The rich and varied environment outdoors enables children to take developmentally appropriate risks. For example, as children step across raised blocks, used as stepping stones. Staff use their excellent knowledge and understanding of how children learn to provide an appropriate level of support. Children benefit from continuous praise and encouragement, and as a result, their self-confidence and physical development are enthusiastically supported.

Children are taught about the importance of leading a healthy lifestyle. They have open access to the outdoor area throughout the session, which ensures they get fresh air and exercise and develops their physical skills. During family group time, the children take part in some exercise to make sure that they are warm; this helps them to remain engaged and helps to break up sitting for too long. The nursery ensures that there is plenty of fresh drinking water throughout the session and provides children with fruit for snack so that children gain an understanding of the importance of healthy lifestyles. Staff successfully encourage children to look after themselves and develop their independence. For example, they are appropriately supported to attend to their own toileting needs and independently wash their hands, after carefully discussing why they need to do so. Children are sensitively encouraged to dress and undress when they are feeling hot or need to change their clothes. These developing skills are enthusiastically encouraged by staff and go some way towards preparing children for the next stage in their learning. The whole school ethos ensures that transitions for children on to the next stage of their learning are given high consideration. Parents are kept well informed and share that discussions have already

been held in preparation for the transition in September. The outdoor environment is linked by an interconnecting door and children can see the nursery children when they are outdoors. Some staff work across the whole of the school, and lunch club is organised so that all children eat together. This results in familiar adults and routines that support children's personal, social and emotional development.

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

The headteacher places the utmost priority on meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff attend relevant safeguarding training to ensure that they fully understand and fulfil their responsibilities with regard to child protection. There are two designated safeguarding people to ensure that there is always someone available, should a member of staff need support. As a result, staff have an excellent understanding of how to respond to a safeguarding concern about a child in their care or an allegation being made against a member of staff. All required documentation and records are clear and well written, including robust risk assessments. Meticulous policies and procedures are appropriately kept and available for parents at all times. There is very good evidence of effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. The building's boundaries are very secure. At each locked gate there is a CCTV camera and entry is managed by an intercom system with the main reception. The identity of visitors is checked and there are clear boundaries around the use of cameras and mobile phones. As a result, the nursery's practice is exemplary in underpinning children's safety and welfare.

The headteacher and her staff have excellent knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The nursery's ethos and aims underpin their outstanding practice. This is reinforced through a passionate and committed attitude towards their work with children and the importance of supporting their welfare and development. The headteacher uses excellent processes for monitoring practice through weekly planning meetings and regular learning walks. During these walks, she observes that staff are using the characteristics of effective teaching that enhance all aspects of children's learning and development. Staff performance is monitored further through regular personal development and supervision meetings, where useful discussions are held about the practice she has observed and staff can share any ideas they have for their professional development. The headteacher also encourages peer observation across the school site. For example, staff spend time observing colleagues in the nursery school to further develop the already superb outdoor environment for younger children. As a result, there are excellent opportunities for regular reflection of practice that have a positive impact on learning outcomes for children. Staff feel well supported in their professional development and show commitment and enthusiasm as they have opportunities to develop their knowledge and skills. They attend training and engage in early years projects that reflect their outstanding practice. For example, staff are currently leading on a national project with a highly respected children's centre and research base. This project has significantly enhanced the staff team's understanding of their role in working with two-year-olds.

Self-evaluation is used to critically reflect on the service the nursery provides for children and their families, and they seek the opinions of parents through surveys. For example, contributions from parents explain that staff have helped them to understand how their children learn. The monitoring of children's progress is significantly enhanced by the use of regular tracking of assessment by key people. The headteacher ensures that the staff's assessments are rigorous through whole-group monitoring. She has devised a highly innovative system that tracks areas of learning on which the nursery needs to focus their expert practice. For example, the school have a highly qualified speech and language champion, who is available to support staff and children who have identified gaps in their communication and language development. This intervention has proved to be highly successful with children who speak English as an additional language. Partnerships with parents are outstanding and there is good evidence of parents' active contributions to their children's learning, which staff collect to provide continuity with regard to children's progress. Childminders who also care for children who attend the nursery comment how they engage well with staff to extend children's learning. However, there is further scope to enhance the already excellent opportunities staff use to engage with parents and carers to complement children's learning at home and when they attend other settings, so that they continue to be inspired through the sharing of expert practice. Staff's creative and meticulous reviews of children's good progress are shared with parents half termly, in documents entitled 'learning stories'. Parents are extremely happy with the nursery and comment positively. For example, they describe the staff as 'fantastic' and the nursery as 'fabulous'. There are excellent procedures in place to provide parents with a progress check at age two, and they complete and share this where necessary in order to highlight any necessary early intervention. The nursery are highly skilled in accessing specialist support for children and work excellently in partnership with other professionals in order to help children make rapid progress given their capabilities and starting points.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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

Unique reference number	EY471708
Local authority	Warwickshire
Inspection number	945491
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	42
Name of provider	Kenilworth Children's Centre and Nursery School
Date of previous inspection	not applicable
Telephone number	01926853394

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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