

# Kingsley and District Nursery

c/o St Johns C E School, Hollow Lane, Kingsley, WA6 8EF



<b>Inspection date</b>	25 March 2015
Previous inspection date	20 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Children are eager and motivated to learn and enjoy a wide range of activities across all areas of learning. As a result, all children make good progress in their learning and development.
- Excellent partnerships with parents and other professionals from the start ensure that children's individual needs are exceptionally well met.
- The small and friendly staff team work well together. There is a positive commitment to continuous improvement through attending regular and relevant training, and through completing effective self-evaluation. High levels of qualification have a positive impact as staff are knowledgeable and skilled in supporting children.
- Children behave well and make independent choices about their play. Staff have secure relationships with children, which support them in developing a positive attitude to learning and prepares them well in readiness for school.
- All staff place the utmost importance on safeguarding children. They provide children with a safe and secure learning environment, in which children are eager to explore.

### It is not yet outstanding because:

- Opportunities to develop children's investigative skills and problem solving are not always maximised. For example, they have few opportunities to take part in simple experiments or activities, which encourage them to find things out for themselves.
- The outdoor environment is not sufficiently rich in print for children to extend their learning and understanding about words.

## What the setting needs to do to improve further

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

- provide children with more opportunities to investigate and solve problems for themselves, for example, by providing more resources and activities which support their thinking
- extend the opportunities for children to continue to learn about words outdoors, for example, by using signs and names to create an environment rich in print.

### Inspection activities

- The inspector held a meeting with the manager of the pre-school.
- The inspector observed play and learning activities in the pre-school indoor and outdoor areas, and spoke to staff and children during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at a selection of children's records and information, and spoke to their key persons.

### Inspector

Ron Goldsmith

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff extend children's learning as a result of their careful and well-focused observations. They use skilful questioning and generally encourage children's thinking through activities. However, opportunities for children to use their own investigative skills and find out things for themselves are less well planned. For example, they do not have opportunities to carry out simple experiments to extend thinking. Children enjoy choosing musical instruments and recognise that the beginning of a piece of music is known as the introduction. Staff make sure children develop the skills needed for school, promoting thoughtful responses by asking open questions. Staff encourage children to recognise letter sounds in the same way as the school they will move on to. This creates a consistent approach. However, the outdoor environment does not display print so that children can extend their literacy skills further. Staff guide parents to share books with children at home, to support their learning.

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

Staff have excellent relationships with the children. Care practices significantly enhance children's emotional and physical well-being. Children benefit from a welcoming, well-organised and clean environment. The caring, supportive and nurturing staff ensure all children feel valued, safe and secure. Children's self-esteem is extremely high because staff continually praise their efforts and achievements, and involve them in constant conversation to ensure they are fully engaged and listened to at all times. Children are learning to live healthily and their daily routine ensures there is plenty of fresh air and exercise. Staff help children to develop independence skills. For example, children wash their hands before snack, set the table, and tidy away afterwards. Parents are invited to lead sessions with children to share their skills or teach them about different cultures. This widens children's experiences and knowledge.

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

The management have a good understanding of their responsibilities. Recruitment procedures are robust and all staff have completed safeguarding and first-aid training. This helps to keep children safe. The manager has a good understanding of the areas to develop in the nursery and an improvement plan is in place. She also has a positive approach to evaluating the quality of teaching and has introduced systems to provide feedback to staff on their practice. The manager oversees children's learning journals. She monitors children's development, liaising closely with the key person to ensure that any gaps in children's learning or in the provision are identified quickly. Parents are kept well informed about their child's progress through daily feedback and access to their child's learning journal. Staff share information about children's learning well with other settings. The pre-school works closely the host school, with parents and with other professionals to provide focused support for any children who may require it. Parents talk about their satisfaction with their children's progress, and the friendly and approachable staff.

## Setting details

<b>Unique reference number</b>	305140
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	867574
<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>	18
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Kingsley and District Nursery Committee
<b>Date of previous inspection</b>	20 January 2010
<b>Telephone number</b>	01928 787903

Kingsley and District Nursery was registered in 1985. It provides funded early education for two-, three- and four-year-old children. The setting is open term time only from 9am to 3pm on Monday to Wednesday, and from 9am to 12 noon on Thursday. Four staff work with the children, three of whom have early years qualifications, including one who has an Early Years Professional status, one who has Qualified Teacher Status and one who has a qualification at level 3.

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