

# Kingsway Children's Centre



North Lindsey College, Kingsway, Scunthorpe, North Lincolnshire, DN17 1AJ

## Inspection date

3 August 2015

Previous inspection date

4 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff have excellent knowledge and understanding of how children play, learn and develop. They guide children's learning exceptionally well with outstanding teaching strategies, precise assessments and planning for individual children. This results in all children making rapid progress in their learning and development, in readiness for school.
- Leadership is inspirational. Staff work very effectively as a team. They are committed to meeting the needs of all children and ensuring their well-being. Staff establish excellent working relationships with outside agencies to ensure children get the support they need.
- Children benefit from the highly stimulating environment. They are extremely well settled and eager to join in with the interesting learning experiences provided. Their social skills, physical and emotional well-being are very well supported.
- Staff give high priority to the safeguarding of children and the safety of the premises and activities. Staff fully implement robust policies and procedures so that children stay safe. All staff are rigorously vetted to check that they are suitable to work with children.
- Parents are fully engaged in their children's learning. There is excellent two-way communication, which helps promote continuity in children's care and learning. Parents and staff share the targets set for children's learning and development, and staff offer suggestions to help parents support these at home.
- The high levels of qualified staff, together with exceptional teaching practice, has a positive impact on the learning experiences provided for children. Support for children with special educational needs and/or disabilities and those who speak English as an additional language is exceptional.

## What the setting needs to do to improve further

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

- consider developing further opportunities for children to learn about other cultures.

### Inspection activities

- The inspector observed children's interactions with staff and undertook a joint observation with one of the Early Years Professionals.
- The inspector viewed all areas of the nursery.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, safeguarding policies and procedures, self-evaluation and a range of other documentation.
- The inspector reviewed evidence of the suitability checks and qualifications of staff working with children.
- The inspector discussed the children's progress with their key persons.
- The inspector observed activities indoors and outdoors and the quality of teaching.

### Inspector

Jane Rushby

## Inspection findings

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

Staff place a strong focus on children learning through play. Children freely explore, enjoy being active, experiment and discover new things. Staff have high expectations of the children. They use their observations and assessments to identify children's next steps in learning and to plan exciting and inspiring activities. Therefore, all children's individual learning and development is very well supported. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language make rapid progress in relation to their starting points. Children who speak English as an additional language are well supported to make connections between their home language and English. Babies make excellent progress because staff know them well and promote their physical development very effectively. For example, when babies pull themselves up against a chair, staff support them by taking their hands to give them the opportunity to practise taking steps. Staff use children's interests to plan activities that are enriching and imaginative. For example, during the inspection, pre-school children were highly engaged in the construction area. Children worked together, sharing and problem solving to construct an ark from the wooden bricks. Once the ark was built they lined their animals up two by two. Staff used this opportunity to reinforce mathematical language.

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

A strong caring ethos enables staff to develop very strong relationships with children, which helps them to develop independence and to be self-motivated. All children learn about healthy eating and enjoy nutritious lunches and snacks. Children are independent because staff teach them to learn to do things for themselves, such as serving their own food at lunchtime. The strong key-person system supports children and families. It helps ensure children are emotionally prepared for changes, such as settling into the nursery, moving between rooms and the move to school. The exceptional support provided for children with additional care needs means that parents are extremely happy for these children to attend the setting.

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

The provider has a clear understanding of the requirements of the Early Years Foundation Stage, ensuring that children's welfare is paramount. The manager ensures that the quality of teaching and staff practices are exceptional through regular supervision meetings and observing what staff do. This enables her to identify any minor weaknesses and arrange suitable training for staff to attend. Those in charge continually evaluate practice in order to use every opportunity to extend children's progress. For example, they have identified the need to increase children's understanding of other cultures. Parents are extremely happy with the nursery and the care and learning they provide.

## Setting details

<b>Unique reference number</b>	205736
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	854400
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	90
<b>Number of children on roll</b>	85
<b>Name of provider</b>	North Lindsey College
<b>Date of previous inspection</b>	4 October 2011
<b>Telephone number</b>	01724 294064

Kingsway Children's Centre opened in 1985. The provider is open Monday to Friday from 8am to 6pm, closing for one week at Christmas and on bank holidays. Out of school care is available for children aged four to eight years during school holiday periods. There are 21 staff working with the children, of whom all hold appropriate early years qualifications. The manager and a senior member of staff hold Early Years Professional status. There are five staff who hold qualifications at level 6. The provider receives funding for the provision of free early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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