

# Kensington Nursery School



Kensington Nursery School, 44-46 Kensington Avenue, Penwortham, PRESTON, PR1 0EE

<b>Inspection date</b>	2 September 2015
Previous inspection date	28 November 2011

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team has developed effective partnership working with parents and other agencies. This means that parents are kept well informed about children's progress. They are provided with support and guidance to help them to continue children's learning at home. Staff have a secure understanding of how to ensure children's safety and welfare.
- Staff use their good knowledge of each child to plan experiences that provide interest and challenge, so that all children have fun and are motivated to learn.
- Staff are good role models of behaviour and talk to children with respect and kindness. They offer clear guidelines of expectations and this helps children to develop a positive sense of themselves and understand how to manage their own behaviour and make friends.
- All children are supported well to develop the skills and attitudes needed for the next stage in their learning, including their move to school.

### It is not yet outstanding because:

- The management team has not fully developed accurate strategies of assessing and analysing different cohorts of children to implement specific programmes of support.
- Some staff do not always give children the best opportunities to extend their speaking and understanding skills.

## What the setting needs to do to improve further

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

- build on the strategies of assessing and analysing different cohorts of children to more accurately plan specific programmes of support
- extend the opportunities children have to think critically, make predictions and explore what they are doing.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and provider.

### Inspector

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is good

The manager understands and implements the requirements of the Early Years Foundation Stage well. The management team has successfully implemented carefully targeted plans to drive improvement. They regularly seek the views of staff, parents and children to meet the needs of all children. The manager is well qualified and uses this knowledge to monitor and promote the quality of teaching across the nursery. Thorough supervision and performance management promptly identifies any underperformance. All staff hold relevant childcare qualifications and receive ongoing support and training which has a positive impact on children's learning. The manager monitors the progress of individual children. However, the methods to accurately identify the progress of the different cohorts of children are still in their infancy. Safeguarding is effective. Thorough recruitment procedures ensure that staff are suitable to work with children.

### Quality of teaching, learning and assessment is good

All children thoroughly enjoy their time at the nursery and explore the environment with confidence. Staff have a clear understanding of the different ways that children learn and what they can achieve. Ongoing information of children's achievements is used from the start to plan next steps in all areas of learning and development. Staff skilfully tune into children's interests and change tasks as they occur. They recognise babies' curiosity and fascinations and use a range of effective teaching methods to promote their learning. Staff follow the interests of older children. They provide good quality resources to engage children in exploratory and imaginative play. Staff use mostly effective methods to promote children's language and communication skills. However, at times, some staff do not give children time to respond to questions they ask. Accurate assessments are completed for individual children to ensure that any need for early intervention can be identified promptly, so that all of them make good progress towards the early learning goals.

### Personal development, behaviour and welfare are good

Children are motivated and self-assured as they have plenty of opportunities throughout the day to choose what they want to play with. The key-person system is effective in developing close and respectful relationships with children to ensure that their care needs are well met. This helps all children to settle in well and become physically and emotionally prepared for the next stages in their learning. Good links with schools and other settings that children attend means that their achievements are shared effectively. Staff encourage children to become independent and learn to manage their own personal needs. They support children to understand how to stay safe and healthy.

### Outcomes for children are good

All children make good progress from their starting points. They develop good literacy skills as there are plenty of opportunities to draw and write their own name. Children take part in a range of well-planned activities that help them to make good progress in all areas of their learning.

## Setting details

<b>Unique reference number</b>	EY358676
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	863563
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Ann Jeanette Walmsley
<b>Date of previous inspection</b>	28 November 2011
<b>Telephone number</b>	01772 749888

Kensington Nursery School was registered in 2007. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including one who holds a qualification at level 7 and two who hold a qualification at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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