

# Kenton Kindergarten

387 Kenton Road, Kenton, Harrow, Middlesex, HA3 0YG



<b>Inspection date</b>	13 June 2017
Previous inspection date	27 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not consistently observe and assess children's learning and development to provide a clear understanding of the progress children make. This hinders the children's progress and their readiness for the next stage in their learning.
- Staff do not consistently review the organisation of some activities, particularly to ensure that they take account of children's learning needs and abilities, to help children remain well focused and make more gains in their learning.
- Managers do not provide consistent support to staff, such as to help target specific areas for development, to help improve their practice and to strengthen children's outcomes.
- Self-evaluation is not effective in identifying and addressing the weaknesses in the legal requirements and to raise the quality of teaching and learning.

### It has the following strengths

- Staff are calm and help children to settle and make friends. They give children praise and encouragement to do well. Children feel safe and secure.
- Staff encourage good behaviour among children. For example, they remind children that 'sharing is caring'.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve the use of observations and assessments to identify next steps in children's learning and to help children make good progress	20/09/2017
■ monitor staff performance effectively and offer more tailored support to help improve teaching practice to benefit children's learning.	20/09/2017

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

- strengthen further the organisation of some routine activities so that all children remain interested and involved in their learning
- improve the use of self-evaluation to closely monitor the strengths and weaknesses and identify areas to improve, to help raise outcomes for all children rapidly.

### Inspection activities

- The inspector observed activities in all parts of the nursery, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection, and held meetings with the management team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the nursery's policies and procedures, including those related to the suitability of staff.

### Inspector

Fatiha Maitland

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff have a secure knowledge of safeguarding practices and know what to do should a welfare concern arise. For example, there are effective systems in place to ensure that all staff are suitable to work with children. Staff check the premises and resources regularly to keep children safe. Staff understand how to monitor children's attendance and encourage parents to notify them of their children's absence. Managers conduct some monitoring of staff practice. However, they are not always consistent in their approach. For instance, targets set for staff lack clarity and give them little guidance on how they can improve the quality of their practice. Self-evaluation is over generous. For example, it focuses mainly on strengths and does not note what the setting could do to improve the practice even further. Managers have acknowledged that they need to improve their practice, but actions are not quick enough to close gaps in some of the children's learning. Parents are generally happy with the care and learning their children receive.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is inconsistent. Not all staff complete regular observations of children's learning to fully identify what children know and need to learn next. Some staff are not fully aware of all children's current skills and achievements. Children get on well with each other. They enjoy being creative in a variety of ways. For example, they make their favourite models using different tools. They create colourful collage pictures and enjoy praise from staff. Children share a book with their friends and listen to stories. They talk about different shapes and have suitable opportunities to speak and reflect on their learning. Staff keep parents informed about their children's learning and well-being. They share information with other settings when the time comes for children to move on.

### **Personal development, behaviour and welfare require improvement**

In general, children enjoy their time at the nursery and access a range of resources indoors and outdoors. Although many children engage in purposeful play, this is not consistent among all children. For example, some children tend to wander aimlessly for periods and do not learn or make good enough progress to prepare them well for their next stages in learning. Staff support children to adopt healthy lifestyles. For example, children know they need to wash their hands to get rid of germs. They enjoy daily physical play and fresh air in the outdoor area.

### **Outcomes for children require improvement**

Children handle resources safely and look after their belongings. They gain some skills for their future learning. However, due to the inconsistent use of assessments and the variable quality of teaching practice, not all children make good progress.

## Setting details

<b>Unique reference number</b>	EY403449
<b>Local authority</b>	Brent
<b>Inspection number</b>	1094147
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Sakunthala Ahluwalia
<b>Registered person unique reference number</b>	RP904452
<b>Date of previous inspection</b>	27 February 2015
<b>Telephone number</b>	07943 838 263

Kenton Kindergarten registered in 2010. It is located in Kenton, in the London Borough of Brent. The nursery is open each weekday from 8.45am to 2.45pm and operates during school term time only. The provider receives funding to offer free early education for children aged two, three and four years. There are seven members of staff, of whom five hold relevant early years qualifications ranging from level 2 to level 3.

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