

# Kindervine Day Nursery

3A Unimix House, Abbey Road, London, NW10 7TR



**Inspection date** 16 August 2017  
Previous inspection date 3 June 2014

<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 provider makes targeted improvements to the nursery that have a positive impact on the care, learning and development of children. She is supported in this by dedicated and knowledgeable senior staff members.
- Effective self-evaluation is used by the manager to continuously improve the provision, particularly in relation to partnerships with parents.
- The nursery has a wide range of interesting and accessible resources that effectively engages children's interest and helps to extend their learning and enjoyment. Staff support children in becoming self-motivated learners who are able to choose activities that reflect their current interests.
- Staff carefully observe and monitor children's learning and quickly identify any children that may need additional support. They quickly put strategies in place to help them catch up and all children make good progress from their different starting points.
- Staff are sensitive, warm and caring. They are polite to each other and good role models. Children learn to respect each other and their environment. These skills support them in preparing for the next stage of their learning.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to challenge children's abilities to help them think and work out problems, and express their opinions.
- At times, some staff are not fully successful in ensuring that group-based activities reflect children's individual learning needs, and some children lose interest.

## What the setting needs to do to improve further

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

- help staff to recognise when to provide children with more time to develop their own ideas about what they want to do or say next during activities
- review planning of group activities to support children's individual learning needs more fully.

### Inspection activities

- The inspector observed different activities, including outdoor play.
- The inspector undertook a joint observation with the manager.
- The inspector held a meeting with the provider and manager.
- The inspector looked at some policies, children's records and documents relating to the suitability of staff, and discussed self-evaluation with the provider and manager.
- The inspector talked to staff, children and parents to gather their views.

### Inspector

Ceri Callf

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff are confident in their understanding of the signs and symptoms which may give cause for concern about a child's welfare and know the procedures to follow. Staff have completed relevant training about how to identify any children who may be at risk of being exposed to extreme ideas or behaviours. Risk assessments support staff in keeping children safe. For example, the manager walks the route, checking for hazards, before children go out on local walks. The manager ensures there are sufficient staff to care for children. Staff make good use of regular training, for example, to support children who are learning English as an additional language.

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

Staff are successful in supporting children's learning. For example, early writing is supported as young children explore foam and glitter with their fingers. Older children use their writing skills to record numbers and mathematical words. Parents are happy with the information they receive about their children's care and development. They receive ideas about how to extend their children's learning at home, which provides continuity for children. Staff work closely with other relevant professionals, when needed. This particularly supports children who have special educational needs and/or disabilities. All staff carefully record children's interests and use these to plan activities to support the individual needs and goals of each child. Staff improve outcomes for all children.

### Personal development, behaviour and welfare are good

The key-person system works well and staff nurture children's emotional and physical well-being. For example, they record when they change babies' nappies and ensure children drink regularly during the day. Staff provide good support and care, for example, when settling new children into the nursery. Any accidents are carefully recorded and parents informed as soon as possible. Staff create imaginative activities to take children out to learn about their local area and community. For example, children are given a recipe by their favourite superhero then go to the shops to buy the ingredients. They learn about healthy eating and staff provide interesting and nutritious meals. Children are supported in carrying out simple acts of self-care, for example, washing their hands before lunch.

### Outcomes for children are good

Children are happy and engaged in their learning. They enjoy using what they have learned and sharing this with others. For example, they count cars, describe their colour and decide whether they are 'big' or 'little'. They 'fish' for sea creatures in water and are delighted to splash, scoop, pour and whisk. Children have good social skills, are confident and form close bonds with each other. They behave well, laugh and enjoy playing with each other and staff. Children are particularly well prepared for school.

## Setting details

<b>Unique reference number</b>	EY451672
<b>Local authority</b>	Brent
<b>Inspection number</b>	1069170
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Kindervine Day Nursery Limited
<b>Registered person unique reference number</b>	RP531866
<b>Date of previous inspection</b>	3 June 2014
<b>Telephone number</b>	02089653993

Kindervine Day Nursery registered in 2012. The nursery is open from 8am to 6pm for 51 weeks of the year. The nursery employs 10 members of staff. Of these, seven hold relevant early years qualifications from level 2 to level 3 and one holds early years teacher status. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

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