

Kenley Kindergarten

20 New Barn Lane, Whyteleafe, Surrey, CR3 0EX



Inspection date	20 November 2017
Previous inspection date	24 February 2017

The quality and standards of the early years provision	This inspection:	Good	2
	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

- There is a good key-person system in place. Staff know children well and establish secure and trusting relationships with them. Children have a good sense of belonging.
- Staff build positive relationships with parents and keep them fully involved and informed in their children's learning. For example, they regularly share activity ideas for home.
- The manager and staff work closely as a team to effectively evaluate their current practice. For instance, they observe each other teach and interact with children. They provide constructive advice and use this to support their action plans. This has a positive impact on children's learning and supports them to make good progress.
- Children learn good early writing skills to support their future learning. For example, babies explore marks they make and older children confidently write simple words.
- Children develop good physical skills. For example, babies explore different ways to move, such as crawling, and older children use more-complicated climbing equipment.
- Children have good opportunities to develop their imagination. For instance, they engage in a wide range of role play, such as becoming hairdressers and bakers.

It is not yet outstanding because:

- Staff do not manage changes in routine in the best way to help ensure that all children understand what is going to happen and stay fully engaged during this time.
- Staff miss some opportunities to support children to fully understand the importance of following good hygiene routines independently to support their physical well-being further.

What the setting needs to do to improve further

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

- review and improve the organisation of changes in daily routine to ensure that all children understand what is expected of them to help keep them fully interested in their learning opportunities
- extend children's opportunities to fully understand the importance of following good health and hygiene routines to help them confidently manage their care needs independently.

Inspection activities

- The inspector observed staff interactions with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the nursery.
- The inspector spoke to children, parents and staff and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors the consistency of the quality of care and teaching that staff provide children. For example, she regularly holds one-to-one performance meetings to discuss staff strengths and any training needs. Staff are keen to extend upon their knowledge and skills. They attend regular training, such as learning different ways to engage children in outdoor learning experiences. Staff use additional funding effectively to meet children's individual learning needs. For example, they purchase resources to support their interest in writing. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. Staff complete thorough risk assessments to ensure that the environment and resources are safe. Children learn how to keep themselves safe. For example, they are encouraged to say 'stop' loudly if they see something that they feel is a potential risk.

Quality of teaching, learning and assessment is good

The manager and staff monitor children's individual and group progress closely. This enables them to quickly highlight any gaps in their learning and provide individual support to help children move on to their next stages of learning promptly. Staff effectively support children to prepare for their move to school. For example, children visit the school weekly and become familiar with the school environment. This supports them to understand the changes with confidence. Staff skilfully build on children's interests well. For example, children who enjoy books about pirates are encouraged to make planks using large blocks. Children walk the plank and make telescopes to help bring the story alive.

Personal development, behaviour and welfare are good

Children are polite and behave well. For example, older children maturely remind younger children of the rules. Children have good opportunities to develop their communication skills. For instance, babies react positively to a wide range of tones of voices. Older children are confident to communicate, such as when they take home 'Larry lamb' and are excited to share their adventures with their friends. Children have good opportunities to develop respect for other people's similarities and differences in the wider world. For example, they learn about other countries and try their delicacies, such as curries.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their starting points. Children of all ages gain skills to support their future learning. For example, older children complete simple sums and confidently count as they play, and younger children sing number songs. Children learn about the world around them. For instance, they grow their own interesting items, such as rhubarb. They enjoy caring for the pet frog and watching their caterpillars flourish into butterflies.

Setting details

Unique reference number	402935
Local authority	Croydon
Inspection number	1117554
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	45
Number of children on roll	40
Name of registered person	Southern Childcare Facilities Limited
Registered person unique reference number	RP909867
Date of previous inspection	24 February 2017
Telephone number	0208 660 3232

Kenley Kindergarten registered in 2001. It is located in Whyteleafe, Surrey. The Kindergarten is open Monday to Friday from 7.30am until 6pm, all year round. It receives funding to provide free early education for children aged two, three and four years. The kindergarten employs 10 members of staff, eight of whom hold relevant early years qualifications at level 2 or above, including one member of staff who holds a relevant early years degree and one member of staff who has early years professional status.

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