

# Kingston Day Nursery

13 Winchester Circle, Kingston, Milton Keynes, Buckinghamshire, MK10 0BA



## Inspection date

Previous inspection date

22 November 2017

1 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Good	2
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 always make accurate assessments of each child's individual learning. As a result, they do not plan precisely to help each child make as much progress as possible.
- Staff sometimes do not provide the older, most able children with high enough levels of challenge to fully inspire them to learn. At times, these children do not engage well in their learning.
- Although staff provide parents with lots of information about their children's learning, the inconsistencies in assessments mean that parents do not always have the information they need to be able to help learning further at home.
- Staff do not take all opportunities to support children's developing independence. For example, they sometimes complete tasks for children that they could do for themselves.
- Self-evaluation is not fully effective. For example, the manager has not identified the inconsistencies in the quality of teaching and assessments.

### It has the following strengths

- Staff are very kind and welcoming to children. Children show that they enjoy spending time with their friends and that they like and trust the staff who look after them.
- Babies and younger children receive a positive start to their time at nursery. Staff interact well with them and provide a suitable range of learning experiences for them.
- Staff meet children's care needs well. For example, they ensure the premises are very safe and clean and provide children with the healthy food, rest and energetic play they need each day.

## What the setting needs to do to improve further

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

	Due Date
■ improve the accuracy of assessments to ensure that staff plan appropriately and precisely for each child's individual learning	10/01/2018
■ improve the overall quality of teaching, including for the older and most able children, to raise outcomes and help all children to make good or better progress	10/01/2018
■ provide parents and carers with consistently accurate information about their children's progress to enable them to support further learning at home.	10/01/2018

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

- make more consistent use of opportunities to extend children's developing independence
- make effective use of self-evaluation to identify and address weaknesses, to improve outcomes for children.

### Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and children and took account of their views.
- The inspector looked at documentation, including policies and children's records.

### Inspector

Sarah Holley

## Inspection findings

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

Safeguarding is effective. The manager carries out thorough checks to ensure the suitability of the staff she employs. Staff know how to raise any concerns about a child's welfare. The manager monitors staff practice, and staff report that they receive training and feedback on their performance. However, the manager has not made effective use of these arrangements to ensure that teaching is consistently good. In addition, she has not used self-evaluation well to identify where improvements are needed. For example, she has not identified the inconsistencies in assessments and the impact on the accuracy of the monitoring of children's progress. The manager does build strong partnerships with other professionals and uses these well to support children who need extra support.

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

Staff do not always take into account that children learn different things from the same activity. They sometimes record inaccurately that all children taking part have mastered identical skills. They then share this information with parents. As a result, both staff and parents do not always have an accurate picture of what each child can and cannot do. Other assessments are more accurate, such as when children are observed individually. Babies and very young children enjoy their learning. Staff help them to develop their speaking skills, such as through simple songs and stories. They enjoy exploring paint, foam and sand, which supports their physical development. However, at other times, the teaching is less effective. For example, older children sometimes become bored with the simple toys put out for them to use and staff focus on supervising them outdoors rather than extending their learning further.

### **Personal development, behaviour and welfare are good**

Staff are good role models for children overall. They lead by example, showing children how to be considerate, helpful and polite. Children behave well. They play cooperatively and are very welcoming to visitors. Staff follow procedures vigilantly to promote children's good health, for example, when preparing food or meeting children's personal needs. They teach children about the importance of good hygiene, such as washing hands before meals. Although staff encourage children to complete some age-appropriate tasks for themselves, they do not take all opportunities to promote independence further.

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

Overall, children make steady progress and are able to successfully manage the move on to school. Babies and younger children develop a suitable set of personal, language and physical skills and find out that learning is enjoyable. All children learn about their own and other cultures to help develop their understanding of diversity. Staff monitor the progress of children who need extra help thoroughly and adapt what they do to help them join in and achieve. However, due to the lack of challenge for older children, not all children make the progress of which they are capable.

## Setting details

<b>Unique reference number</b>	141837
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1068523
<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, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Milton Keynes Council
<b>Registered person unique reference number</b>	RP517351
<b>Date of previous inspection</b>	1 May 2014
<b>Telephone number</b>	01908 281212

Kingston Day Nursery registered in 1992. It provides care from 8am to 6pm from Monday to Friday throughout the year. The provider is in receipt of funding to provide free early education to children aged two, three and four years. There are nine members of staff. The manager holds a relevant qualification at level 5, six members of staff hold qualifications at level 3 and one holds a level 2 qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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