

Kenton Kindergarten

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



Inspection date

21 May 2018

Previous inspection date

13 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff are well deployed to supervise children and they fully understand their roles and responsibilities to keep children safe. They effectively support children to feel happy and secure. For example, they speak sensitively with kind words and hugs.
- Children behave well. Staff take time to explain simple rules about sharing and taking turns. Children are confident and self-assured and enjoy spending time with their friends and staff.
- Children have good opportunities to learn and develop their language. For example, they name the fruit in the story they are reading and are excited to become characters in the story.
- Children have fun as they play. For example, they enjoy building with blocks and rolling their cars down pipes. They laugh as the car shoots out of the pipe, talking about how fast the car was moving.

It is not yet outstanding because:

- Staff do not provide many opportunities for children to learn how to use tools safely.
- Staff do not consistently encourage parents to be more involved in supporting their child's learning at home.

What the setting needs to do to improve further

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

- enhance opportunities for children to use tools safely and to learn how to manage risks
- provide even more opportunities for parents to become involved in and guide their children's learning at home.

Inspection activities

- The inspector observed children's play and staff interactions with children in the indoor areas.
- The inspector talked to staff and children and held regular discussions with the manager, provider and the deputy.
- The inspector examined documentation, including a sample of children's and staff records.
- The inspector talked to parents during the inspection to gather their views on the nursery.
- The inspector and the manager completed a joint observation.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in protecting and keeping children safe. They know the procedures to follow, and whom they should contact, if they have any concerns about children's welfare. The provider completes thorough recruitment procedures to recruit new staff. This helps to ensure that they are, and remain, suitable. Staff receive regular supervision and support. They are encouraged to complete training to enhance their skills and knowledge. This helps to raise children's learning outcomes. The provider works with the staff and the local authority to devise action plans to identify areas for further development effectively. Staff make clear assessments of children's progress that help them to identify and close any gaps in their learning. The staff have good partnerships with parents. For example, they keep them well informed about their children's day and progress. Parents speak well of the staff in the nursery and the progress their children are making.

Quality of teaching, learning and assessment is good

Staff know the children well, plan enjoyable activities and support their learning. For example, children enjoy making dough. Staff extend this activity well; they encourage the children to think about the ingredients and to count how many spoons of flour they need. Children are beginning to recognise colours, such as the paints they use to colour the dough. Children are curious and eager to investigate. For example, they crawl through a tunnel laughing at their friends as they appear at the far end of the tunnel. Staff help children to develop their language skills both in English and French. For example, they count in both languages and say 'hello' and 'bonjour' to each other.

Personal development, behaviour and welfare are good

Staff are nurturing and have a friendly approach towards the children. Children are confident, freely investigate the resources and play space, showing they feel secure. Staff work together as a strong team to fully support children in their chosen activity. They communicate well and children are kept safe. Staff encourage children's independence well. For example, they teach the children the importance of washing hands. Staff support children to develop good control of their bodies. For example, they help them to use hoops and laugh together as they wiggle their hips.

Outcomes for children are good

Children, including those who require additional support, make good progress from their starting points. Children learn how to maintain a healthy diet. For example, they talk about the fruit they eat at snack time. Children learn a range of skills that prepares them for their next steps in learning or school. For example, some older children are learning how to recognise letters and their own name.

Setting details

Unique reference number	EY403449
Local authority	Brent
Inspection number	1101384
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	60
Number of children on roll	30
Name of registered person	Sakunthala Ahluwalia
Registered person unique reference number	RP904452
Date of previous inspection	13 June 2017
Telephone number	07943 838 263

Kenton Kindergarten registered in 2010. The nursery is open each weekday from 8.45am to 2.45pm, during school term time. The provider receives funding to provide free early education to children aged two, three and four years. The provider employs seven members of staff, all of whom hold relevant early years qualifications at level 3.

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