

# Kendor Day Nursery

The Forest Academy, Bridle Road, Croydon CR0 8HQ



<b>Inspection date</b>	3 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

- Managers have good relationships with other professionals and work well alongside the local school. These help to create smooth transitions and provide continuity for children as they move on to school.
- Managers are ambitious and communicate high expectations to all staff. Self-evaluation is accurate and used effectively to raise the quality of the provision.
- The key-person system is used effectively to promote children's emotional development and well-being. Staff listen to children and use what they know about children's interests to extend their experiences. This supports children to be well prepared for the next stage in their learning.
- Staff provide a wide range of activities to develop children's early reading and writing skills. They support children to strengthen their hand muscles and link letters and the sounds that they represent. For example, children enjoy picking up pasta with small tweezers and carefully placing gemstones on wooden letter shapes as they repeat the sounds.
- Partnerships with parents are good. Parents are complimentary about the quality of care their children receive and the transition process between nursery rooms. They comment that children are secure and confident in the environment. Parents feel well informed about their children's development and appreciate opportunities to share information with staff about their children's learning at home.
- Managers have inspiring methods to gather the views of parents and children. For instance, children are asked to put happy and sad faces on areas of the nursery room that they enjoy so that staff can ensure the environment continues to be engaging.
- The systems used for tracking different groups of children are not fully embedded to enable managers and staff to accurately recognise and address any gaps in children's learning.

## What the setting needs to do to improve further

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

- strengthen systems that monitor the progress of different groups of children to accurately identify and plan for any gaps in learning and use this information effectively to raise the progress that children make to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the manager.

### Inspector

Angela Colman

## Inspection findings

### Effectiveness of leadership and management is good

Managers use effective supervision and coaching to help staff develop their practice in line with the early years foundation stage. For example, staff carry out peer observations on their colleagues during activities. Members of staff shadow the manager to extend their understanding of how to support children's individual learning needs. As a result, the quality of teaching is strong. Safeguarding is effective. Managers and staff know how to respond if they have a concern about a child in their care. Staff are good role models and help children to learn how to behave appropriately towards one another. Staff and parents receive good levels of support from the special educational needs coordinator who works closely with them to ensure children make at least typical progress.

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

Staff have high expectations of all children and carry out accurate observations and assessments. They support children's mathematical, communication and language skills well. Staff plan a broad range of challenging and fascinating activities inside and outside to keep children motivated to learn. For example, they spontaneously provide activities outside using the story of the three bears. Children enjoy independently counting out the bowls and making different recipes using the mud kitchen and utensils. They manipulate taps and water fountains to add to their play. Staff support babies' imagination and curiosity well. For instance, babies use their senses as they explore the various baskets of sensory and natural resources. In addition, younger children confidently explore the pre-school room and develop their imaginations in the play-kitchen area.

### Personal development, behaviour and welfare are good

Staff provide an exciting range of stimulating resources in the learning environment. All children have good opportunities to develop their physical skills. Young children learn how to manage risks and enjoy using outdoor climbing equipment and bicycles of different sizes. Children thoroughly enjoy outdoor experiences. They have lots of opportunities to explore nature. Children are engrossed in their play, problem solve outside and concentrate for long periods. For example, children weigh and dig wood chips and leaves. They manage child-sized building tools and cement mixers as they fill wheelbarrows and manoeuvre them around the garden. Children learn about healthy lifestyles and are encouraged to make independent choices from a self-service fruit tray. Young children take turns and share vegetable snacks with one another during mealtimes. This encourages children to develop their social skills.

### Outcomes for children are good

All children, including those in receipt of additional funding, make good progress in relation to their starting points. On occasions, younger children join the circle-time activity with older children and have the opportunity to share their feelings during the welcome song. Older children take responsibility for specific tasks and communicate the needs of others during lunchtime. For example, they ask their peers what they would like from the choice of desserts on offer.

## Setting details

<b>Unique reference number</b>	EY542622
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10089959
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Hatton, Claire Louise
<b>Registered person unique reference number</b>	RP515184
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07958050164

Kendor Day Nursery opened in 2010 and is located in the London Borough of Croydon. The nursery employs eight members of staff. Of these, six hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 8am to 6pm, throughout the year. It receives funding for the provision of free early education for three- and four-year-old children.

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