

Kenleys Day Nursery

Kenleys Nursery School, 289 Dean Cross Road, PLYMOUTH PL9 7AZ



Inspection date	16 January 2019
Previous inspection date	6 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Staff do not plan activities that link closely enough with children's learning needs. Activities lack appropriate challenge and stimulation, which does not motivate children to concentrate or learn, or help them make good progress consistently.
- Leaders do not monitor staff's practice or assessments of children closely enough to ensure consistency in the quality of teaching. Staff do not always organise themselves well to ensure children routinely receive good support and interaction. On occasion, they assess children inaccurately, which does not help them to identify these children's learning needs.
- Staff routinely interrupt children when they are engaged in activities, such as by checking their nappies and taking them to the toilet unnecessarily often. This practice does not support children to concentrate and become fully engrossed in their play.
- Leaders do not accurately evaluate the nursery to identify and target all breaches and weaknesses in practice, and raise outcomes for children.

It has the following strengths

- Leaders and staff implement effective procedures to keep children safe. For example, they routinely count children as they move between the play areas, to help them keep track of and supervise all children.
- Staff form positive relationships with children and get to know them well, which helps them to feel welcome and settle in quickly. All children, including those who are new to the nursery, are comfortable in the staff's care.
- Staff working with the younger children use songs effectively to captivate and enthral them. They listen with rapt attention to staff's voices and develop an early interest in songs and music.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure planned activities take account of children's individual next steps in learning, to provide appropriate challenge for every child that helps them to make good progress consistently	27/02/2019
improve support for staff to raise the quality of teaching, including their interactions with children and the deployment of staff, to better meet children's learning needs.	27/02/2019

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

- make sure personal care routines do not interrupt children's concentration and engagement in their play and learning
- review the monitoring of staff's assessments of children's learning to develop greater accuracy that consistently reflects what children can do and need to learn next
- improve self-evaluation to identify and target weaknesses in practice quickly, to raise the quality of education for children.

Inspection activities

- The inspectors observed children of all ages during their self-chosen play, adult-led activities and daily routines.
- The inspectors carried out joint observations with the manager to evaluate the quality of teaching and learning during two planned activities.
- The inspectors spoke with parents, children and staff throughout the inspection to take account of their views.
- The inspectors held meetings with the manager and provider at convenient times during the inspection.
- The inspectors sampled a range of documents, including staff's suitability checks, children's learning records and records relating to health and safety.

Inspectors

Sarah Madge
Gemma Rolstone

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders do not monitor the setting well enough to accurately identify the weaknesses, particularly in the quality of teaching and activity planning. For example, staff plan for the older toddlers to drizzle icing sugar onto biscuits and, although they take part happily, it does not help them to learn or develop skills. These weaknesses mean children do not always make the progress of which they are capable. Leaders also do not monitor staff's assessments of children as well as they could, to ensure they are consistently accurate and help staff to provide appropriate challenge and support. Leaders have suitable systems to check the progress that all children are making overall, to help them recognise any patterns in learning. Safeguarding is effective. Leaders and staff have a secure understanding of how to recognise indications that a child is at risk of harm and know how to refer these concerns to the relevant authorities.

Quality of teaching, learning and assessment requires improvement

Overall, staff assess children accurately but do not give enough consideration to their individual learning needs when planning activities. For example, in the baby room, staff provide creative activities where some children begin to learn to use scissors and glue. These activities are inappropriate for the younger children and are not relevant to their abilities and next steps in learning. The quality of teaching is inconsistent. For instance, staff communicate well with children generally but, at times, they leave individual children to eat their lunch or play by themselves without any interaction. Older children have many opportunities to be creative, and particularly enjoy painting and imaginatively re-enacting things they have seen, such as bottle-feeding the dolls. Although staff share detailed information with parents about their children's development, they are currently trying to strengthen their partnerships further.

Personal development, behaviour and welfare require improvement

Some adult-led activities lack appropriate challenge and so children lose focus and become disengaged. For example, pre-school children spend too long waiting without any adult support for staff to set up an activity and consequently become restless and noisy. Staff then expect them to sit silently and listen to their instructions for a long time, so the activity becomes chaotic. Nonetheless, children behave well during their self-chosen play. Staff use their training well during these times to promote children's well-being, such as using different ways to celebrate children's achievements. Children confidently explore the attractive play areas. However, at times, staff disturb children when they are engaged in their play, such as by checking the younger children's nappies and taking them to the toilet too frequently.

Outcomes for children require improvement

Weaknesses in teaching mean that children do not routinely receive appropriate challenge, and activities do not motivate them to actively participate and concentrate. Children acquire the basic skills needed for later learning, including school, although they do not always make the good progress they are capable of. They listen with interest when staff read to them and are keen to share their ideas about the pictures. Older children confidently and independently take responsibility for their care needs.

Setting details

Unique reference number	EY429704
Local authority	Plymouth
Inspection number	10068993
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 9
Total number of places	119
Number of children on roll	155
Name of registered person	Kenleys Day Nursery Limited
Registered person unique reference number	RP530758
Date of previous inspection	6 January 2014
Telephone number	01752 481181

Kenleys Day Nursery opened under its current ownership in 2011 and is situated in the city of Plymouth, Devon. The nursery is open each weekday from 7am until 6pm, all year round. There are 23 members of staff, 20 of whom hold relevant qualifications between level 2 and 6. The nursery receives funding to provide free early education for children aged two, three and four years.

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