

Inspection date	2 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider does not ensure that they implement effective vetting and recruitment procedures. Therefore, they do not know if staff are suitable to work with children, which does not help to keep children safe from harm.
- Staff do not continually risk assess the nursery well, in particular the outside space. This does not assist children to play safely in their surroundings.
- Staff do not ensure that they provide parents with a written summary of children's progress between the ages of two and three years. Therefore, at times, staff do not swiftly act on children's gaps in development early and provide the appropriate support. As a result, some children do not reach their full potential.
- The provider does not offer staff effective supervision and support to help monitor their use of assessments and develop their practice further.
- Staff do not fully support a two-way flow of information with parents and other settings children attend to help provide continuity of learning and care.

It has the following strengths

- Staff count and talk about different shapes as children play, such as a 'triangle' and 'circle'. This helps to build children's mathematical development well.
- Staff organise a sufficient range of activities and resources to help support children's motivation and interest in their learning.
- Staff provide children with positive praise and encouragement, which aids their self-esteem.

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
implement effective vetting and recruitment systems, in particular make sure checks are comprehensively completed to help ensure staff are suitable	26/04/2019
improve risk assessments to help ensure that the outdoor area continually remains safe and secure for children's use, with particular regard to trip hazards and the garden wall	26/04/2019
ensure parents receive a written assessment of their children's progress between the ages of two and three years to help quickly highlight any emerging gaps in progress and enable timely support	26/04/2019
provide staff with effective supervision and coaching to help develop their knowledge and skills.	31/05/2019

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

- strengthen the communication with parents and other professionals to know more about children's individual needs and abilities.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint observation with the provider.
- The inspector held discussions with the provider and staff at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector spoke to parents and children.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider does not implement their safer recruitment procedures. They do not ensure that the relevant checks are completed for staff to help make sure they are suitable. This does not protect children's welfare. The provider does not consistently identify areas of weakness in the nursery to help set targets for improvement. However, staff know the signs that would cause them concern about a child's welfare and the processes to follow. They know what to do if they are concerned about another member of staff. The provider's process for overseeing staff practice is not as successful as possible to help improve their use of assessments and develop their skills further. Staff attend training to increase their knowledge, in particular learning more about autistic spectrum disorder.

Quality of teaching, learning and assessment requires improvement

Staff know their children well and their next stage in learning. However, they do not consistently use this information well to help monitor children's progress and ensure that they swiftly receive the early intervention they need. Staff do not make sure that they provide parents with a written progress check at age two, as required. Staff successfully follow children's emerging interests as they play. For example, they encourage them to make a sand castle that is 'the biggest one in the world'. Staff provide children with opportunities to make their own choices. For instance, they select the songs they want to sing before lunch. Children enthusiastically chorus nursery rhymes and know the actions, which helps their listening and attention skills. Parents are positive about the nursery. They comment that it is 'friendly' and 'homely'. Albeit, staff do not fully discuss children's individual needs with parents and other settings to help provide a consistent approach.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management have a significant impact on children's safety and well-being. Staff do not identify and minimise all hazards in their environment, particularly the carpet trip hazards and children being able to climb on the surrounding wall in the garden. Staff support children's physical health effectively. For example, they offer daily opportunities for them to play outside and they provide healthy snacks. Children develop their independence well. For example, they wash their plates after eating. Staff successfully help children learn about behaviour expectations. For instance, they teach them manners, and how to share and take turns. Children form secure emotional attachments with staff. In particular, younger children quickly settle into their new surroundings.

Outcomes for children require improvement

Overall, children make progress that is expected for their age. However, not all children gain all the skills they need to be fully ready for their move to school. Children are friendly, confident and enjoy their time at nursery. They interact well and play positively with their friends. For example, they blow bubbles and happily jump around trying to catch them together. Children successfully develop their hand-to-eye coordination, for example, as they thread string through reels.

Setting details

Unique reference number	EY543527
Local authority	Kent
Inspection number	10090360
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	19
Name of registered person	Dawn Austin And Ceri Edgecombe
Registered person unique reference number	RP543526
Date of previous inspection	Not applicable
Telephone number	07814491944

Kings Nursery registered in 2017 and operates in Sittingbourne, Kent. The nursery is open Monday to Friday from 9am to 3pm during term time. There are three members of staff, all of whom have appropriate level 3 childcare qualifications. The provider receives funding to provide free early education for children aged two, three and four years.

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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