

# Kensington Nursery School



Kensington Nursery School, 44-46 Kensington Avenue, Penwortham, PRESTON PR1 0EE

<b>Inspection date</b>	16 April 2019
Previous inspection date	2 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff get to know children very well and children are highly responsive to them. The key-person system is effective and helps to ensure that children remain emotionally settled. Furthermore, room leaders have a comprehensive knowledge of all children in their care.
- Staff who work with babies are particularly sensitive and nurturing. They are quick to recognise and act on babies' needs.
- Children make good progress. Staff carefully observe and assess children's learning and plan experiences matched to their interests and needs. Where children have gaps in their learning, staff promptly liaise with parents and, if necessary, external agencies.
- Parents are invited to contribute their deep knowledge of their children to inform the planning that staff undertake. Staff communicate well with parents about children's ongoing progress and this helps to better support continuity in learning.
- The management team meticulously analyse the progress of individual children and groups. They use this information to improve the experiences for children and help them to make even better progress.
- Managers gather the views of staff, parents and children, to inform priorities for future development. Staff have a proactive approach to action planning and take pride in developing the environment for the children in their care.
- Although children engage in some activities to learn about diversity, they do not encounter a wide enough range of experiences to broaden their understanding of families and communities beyond their own experience.
- Managers do not yet focus precisely enough on improving the quality and consistency of teaching to raise it to the highest level.

## What the setting needs to do to improve further

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

- extend opportunities for children to broaden their understanding of the diverse world they live in and learn more about people and communities beyond their own experience
- engage staff in a wider range of professional development opportunities and build on opportunities to strengthen the quality and consistency of teaching even further.

### Inspection activities

- The inspector jointly evaluated a teaching activity with the area manager.
- The inspector held meetings with the manager, area manager and provider.
- The inspector discussed the nursery's self-evaluation with the manager and area manager.
- The inspector spoke to some children and parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.

#### Inspector

Lisa Bolton

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are very well informed about their safeguarding responsibilities. They know what to do if they are concerned about a child's welfare. The management team keep themselves and staff up to date with the local authority's procedures, to help to keep children safe. Staff and children practise fire evacuation and lockdown drills regularly and managers evaluate their success. Regular staff supervision is in place and staff are encouraged to review one another's practice. There is a strong leadership team in place. Managers deploy staff effectively so that less experienced staff benefit from working alongside highly qualified staff. Parents commend the quality of the nursery. They feel fully involved in their children's learning and welcomed by staff and managers, who communicate with them well.

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

Children enjoy engaging in a variety of stimulating experiences indoors and outdoors. They use their imagination to explore resources and staff show a genuine interest in children's play. Some staff are especially skilful in interacting with children, to enhance their learning. For example, children ask questions and staff encourage children to think for themselves before providing the answer. Staff use good strategies to help children's communication and language skills to develop. They give them good eye contact as they play with them, providing a narrative for them to hear new words. For example, staff model counting and use colour and size vocabulary for children to hear. Children are well prepared for school when the time comes. Pre-school children are encouraged to recognise their own names and make marks to label their own creations.

### Personal development, behaviour and welfare are good

Staff successfully organise learning environments appropriate to the ages, stages of development and interests of children. Staff have a good understanding about igniting children's interests as a method of encouraging deep engagement. Children are keen to engage in learning and they are motivated to do things for themselves, appropriate to their ages. Staff empower children to be independent in self-care tasks. Children follow clear routines for their good health and hygiene from an early age. Toileting and handwashing are celebrated as a positive experience and this helps children to become toilet trained when they are ready.

### Outcomes for children are good

Children are consistently well behaved and they enjoy praise for their cooperative play. They are confident and feel secure in the nursery. Children know where to access resources and frequently transport items to use in their play. They often seek staff to celebrate their achievements, provide assistance and share in their fun. Children enjoy physical exercise outdoors and engage in sensory play with great delight.

## Setting details

<b>Unique reference number</b>	EY358676
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10064162
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Walmsley, Ann Jeanette
<b>Registered person unique reference number</b>	RP513661
<b>Date of previous inspection</b>	2 September 2015
<b>Telephone number</b>	01772 749888

Kensington Nursery School registered in 2007. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications to at least level 3, including four at level 6. The nursery opens from Monday to Friday all year round apart from bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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