

Inspection of Wolstanton Kindergarten

The Old Schoolhouse, 9 Ellison Street, Newcastle, Staffordshire ST5 0BL

Inspection date: 20 September 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are welcomed warmly into the cosy and inviting nursery. They demonstrate that they are emotionally secure and consequently, are sociable and confident. Children have formed strong bonds with the caring staff and will seek them out for cuddles and reassurance. All children, including those with special educational needs and/or disabilities (SEND), are supported well and make good progress relative to their starting points.

Children enjoy exploring their environment and become engaged in the activities they have chosen. Children test out their physical skills in the safe and secure outside area. They assess and manage their own risks and are confident to try new challenges. Staff work closely with the children and are sensitive to their needs. They have a good understanding of what children already know and can do, and plan fun activities to build upon their learning.

Children make good progress in their development through a balance of adult-led and child-initiated activities. Parents are overjoyed with the progress their children have made and say their children are always excited to arrive at the nursery to play with their friends.

What does the early years setting do well and what does it need to do better?

- The enthusiastic staff are excellent role models who speak respectfully to the children. Children respond positively to the high expectations for their behaviour. Staff help children to share and take turns and children's behaviour is good. Children are polite and demonstrate good manners to each other and staff.
- Staff provide children with exciting opportunities to explore their senses. For example, children eagerly explore what strawberry jelly and cereal feel, smell and taste like. This helps to develop children's growing curiosity and creative thinking. Staff engage children in conversations and value what they say. However, staff do not consistently give children the time to process their thoughts and respond to questions.
- Children are encouraged to share their home experiences. For example, they take turns to take a teddy bear home for the weekend. Children develop their confidence and self-esteem as, during circle time, they share the adventures they have had with the bear. Children's developmental milestones are shared and celebrated by staff, helping them to feel proud of their achievements.
- Children develop good physical abilities and enjoy time outside in the fresh air. They have lots of fun playing with the hoops and balls and learning new words to extend their vocabulary. Babies become excited when they hear familiar nursery rhymes. For example, staff sing 'Row, row, row your boat' and children laugh and babble as they rock back and forth to the actions. This helps to

support babies communication and language skills.

- Older children happily sit together at lunchtime. Staff encourage children to talk about what foods they like and dislike and give children time to develop their social skills. Older children skilfully use a knife and fork, and pour themselves a drink of water. However, babies' independence during mealtimes is not fully promoted as staff do not encourage them to try to feed themselves.
- Children are encouraged to develop a love of books. Staff are skilled storytellers and children are eager listeners. Parents are invited into the nursery to read stories. The settling-in arrangements for all children are effective. Staff gather useful information from parents when new children start at the nursery. This ensures children are happy and settle quickly. Parent partnerships are strong and staff involve parents in all aspects of their child's learning. For example, parents discuss with staff what they would like their children to learn. Staff value what they say and plan activities with this in mind.
- The leadership and management team are enthusiastic about continuing to make improvements to the nursery. Leaders use observations of staff practice to assess the standard of teaching. However, opportunities to further enhance the quality of staff practice are not consistently recognised. Established links with the local schools are excellent. Children are prepared emotionally and socially as they regularly visit the local school in preparation for transitions.

Safeguarding

The arrangements for safeguarding are effective.

The leadership and staff team have a robust understanding of the signs and symptoms that could indicate a child is at risk. They know the procedure to follow to protect children from harm. Comprehensive safeguarding procedures and policies are in place. They are shared with parents and are effectively implemented by the leadership and staff team. Staff attend safeguarding training and have excellent and informative knowledge. The leadership and staff team have a broad understanding of wider safeguarding issues and how to identify and report any concerns.

What does the setting need to do to improve?

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

- refine systems to monitor staff performance to recognise more precisely where there are weaknesses in the quality of teaching
- allow children the time to think and respond to questions before moving the activity and conversation in a different direction
- provide further opportunities for babies to develop their independence skills, particularly during mealtimes.

Setting details

Unique reference number	EY458594
Local authority	Staffordshire
Inspection number	10116329
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 to 4
Total number of places	25
Number of children on roll	45
Name of registered person	The Kindergarten Group Limited
Registered person unique reference number	RP532723
Telephone number	01782 625493
Date of previous inspection	16 September 2013

Information about this early years setting

Wolstanton Kindergarten registered in 2013 and is in Newcastle-under-Lyme, Staffordshire. The nursery opens Monday to Friday for 51 weeks of the year from 7.30am until 5.30pm. The nursery employs eight members of childcare staff. Of these, one holds qualified teacher status, one is qualified at level 6, five are qualified at level 3 and one is qualified at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- Observations of activities indoors and outdoors were conducted by the inspector and the impact on children's learning was assessed.
- The inspector completed joint observations with the nursery leader.
- The inspector looked at relevant documentation, including the suitability of staff and risk assessments.
- The inspector held discussions with the leadership and staff team at appropriate times during the inspection.

We carried out this inspection 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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