

# Inspection of Kings Nursery

King Georges Pavilion, Park Avenue, Sittingbourne ME10 1QX

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Inspection date:

26 September 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children settle well and are excited to come into the nursery to engage with the friendly and approachable staff. The staff know children well and set out the environment with a wide range of interesting activities. For instance, in the home corner, children enjoy making dinners for the staff using the real vegetables. However, staff do not always engage with the younger children at the right level to enable them to make good progress. Children follow good hygiene routines and attend to their own personal care needs, relevant to their age and ability. For instance, they are developing their independence as they learn to help find and put on their wellington boots ready for outside play. Staff do not engage young children in basic events effectively. For example, they do not inform younger children about what is happening next to support their awareness of daily routines. Staff use children's interest in natural materials, such as leaves and conkers, to introduce mathematical concepts such as weighing and measuring. However, staff use language that is too advanced, which results in the children becoming frustrated and not inspired to learn. As a result, children struggle to deal with their emotions and behaviour. The staff team is not consistent in its approach to dealing with more-challenging behaviour.

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

- The providers and staff do not have sufficient knowledge and understanding of how young children learn to enable them to target teaching and learning experiences at the appropriate level. This results in younger children not receiving quality teaching and learning experiences to enable them to fulfil their learning potential.
- The providers and staff are not clear when offering children instructions and requests to support their engagement in activities. For instance, they do not inform the children when it is tidy-up time to enable them to help and to understand why the activities are being put away. Consequently, the behaviour of some of the younger children becomes challenging.
- At times, the providers and staff do not consider how to support younger children's understanding of simple mathematical language effectively, such as learning about basic numbers and shapes.
- The providers and staff are not always consistent in setting clear rules and boundaries to help support younger children to learn about how to manage their feelings and behaviour.
- The providers and staff have a secure understanding of how to identify hazards in the nursery and carry out thorough risk assessments to help keep children safe and secure.
- Children have opportunities to investigate and explore in the outside area. For instance, staff encourage them to put on their wellington boots before splashing

in the puddle. Staff makes effective use of the activity to introduce words such as 'splash' and 'jump' to increase children's vocabulary and develop their communication and language skills.

- The providers and staff understand the importance of supporting children to learn about their local community. For example, they take the children on walks around the park to see the chickens as well as going to the local shops and post office to help them learn about the world around them.
- Staff work closely with parents and share information regarding children's progress and activities they have engaged in. For instance, parents are able to take books home to share with their children to help extend children's interest in reading and support learning at home.
- Children enjoy exercising and have a range of experiences to support them in developing their physical skills, for example using large play equipment in the park and running around on the playing field. Staff help children to learn about making healthy choices and provide them with nutritious snacks.

## Safeguarding

The arrangements for safeguarding are effective.

The providers have a secure understanding of child protection procedures and are aware of the actions to take if they had concerns in relation to children in the nursery. The providers and staff regularly update their mandatory training. For instance, they complete online training in relation to child protection and the wider context of safeguarding, such as radicalisation, to help ensure they keep children safe. The providers have received support from the local authority to help them to implement effective vetting and recruitment procedures. They now have strong recruitment procedures in place to ensure all staff working with children are suitable to do so.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
develop staff skills, knowledge and practice to ensure younger children receive a good level of teaching that helps them to make progress.	30/10/2019

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

- review and improve the way staff communicate instructions to younger children

to help support their engagement in activities and maintain their focus and motivation

- make more effective use of younger children's experiences to help them develop an interest in mathematics
- develop consistent behaviour management systems to help support young children to manage their own feelings and behaviour.

## Setting details

<b>Unique reference number</b>	EY543527
<b>Local authority</b>	Kent
<b>Inspection number</b>	10102901
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Dawn Austin And Ceri Edgecombe
<b>Registered person unique reference number</b>	RP543526
<b>Telephone number</b>	07814491944
<b>Date of previous inspection</b>	2 April 2019

## Information about this early years setting

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

## Information about this inspection

### Inspector

Sara Garrity

### Inspection activities

- The inspector carried out a joint observation with one of the providers and asked her to provide feedback on the practice observed.
- The inspector completed a learning walk with the providers.
- The inspector observed the providers' and staff's interactions with the children and spoke with staff and children at appropriate times during the inspection.
- The inspector spoke to parents to gain their views on the service they receive.
- The inspector read documentation from the local authority and discussed the changes that have been implemented since the last inspection with the providers.

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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