

Inspection of Kensington House Day Nursery

Kensington House, 33 Dove Bank, Uttoxeter, Staffordshire ST14 8DY

Inspection date: 10 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the setting and are greeted by staff at the door who they are familiar with. Staff are warm and attentive to their needs. Once in their rooms, older children have opportunities to explore and play in an environment that generally supports their learning needs. They can freely access a wide range of resources, which satisfy their curiosity and thirst for learning. Free flow to the outdoor area allows children access to activities that support their skills and test their abilities. Children practise the use of their fine-motor skills by squeezing water up and down pipettes into bottles, and their pouring skills by using seashells to scoop up water. Staff support children well to develop their physical skills. Children take turns, persevere and keep going as they walk and balance over wooden planks arranged over a pathway of tyres. However, the learning environment is not consistent for the youngest children and they are not as well supported. There is a lack of planned purposeful activities for the babies inside. As a result, they become unsettled and fractious.

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

- Arrangements are in place for staff to complete risk assessments to ensure the premises are safe and suitable. However, they are not as effective as they could be because staff do not always inform management in a timely manner of issues that need attention. In addition, senior management are not always swift to take action when issues have been brought to their attention. The assessments have identified risks that may not significantly impact on children's safety but need to be addressed and have not been. There is a broken light in the bathroom and the carpet in the corridor is yet to be replaced after it was removed due to a recent flood. As a consequence, children's well-being is not supported as well as it should be.
- Children are developing the required skills for their next stage of learning and eventual move to school. They are able to demonstrate and recall knowledge they have learned. Children remember that the colours yellow and blue make green when mixed together. They confidently explain that the plants they are growing in their garden need water and sunshine to grow and they enthusiastically talk about the vegetables and flowers. However, planning does not always ensure that the most-able children have sufficient challenge to push them further in their learning. This results in not all children remaining fully engaged in adult-led activities.
- Managers and staff use their assessments of children to identify any potential gaps in their learning. They arrange targeted support to ensure no child is left behind. Children with special educational needs and/or disabilities are well supported to help them learn the setting's routines.
- Staff support children to manage their own personal hygiene and behaviour. For

example, children are reminded to wash their hands before snack time and lunch. Babies enjoy washing their hands at a handwashing station that has been purpose-built for their height. Children are taught the importance of manners and say 'please' and 'thank you' to staff and each other. Children behave well. Babies are supported in managing their feelings and emotions. Some have found it difficult returning to the setting following a period of absence due to the COVID-19 (coronavirus) pandemic. Staff are attentive and provide reassurance, warmth and cuddles to help soothe upset babies.

- Partnership working with parents is good. Parents report that they enjoy the 'home-links bags' with activities to do with children at home. These bags are tailored to children's needs to support them in their different stages of development. Parents feel supported and involved in their child's learning due to receiving regular updates and online assessments.
- Staff receive training and opportunities for professional development. However, not all staff report that they feel fully supported at the setting. The manager uses self-evaluation to monitor and identify weaknesses along with staff supervisions. However, this has not been effective in identifying that staff morale is not always high.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff all have a confident understanding of their responsibility to keep children safe. Staff receive regular training on a wide range of child protection and safeguarding issues. All staff know how to identify and escalate any concerns about children's welfare to the relevant professionals in a timely manner. Secure arrangements for safer recruitment are in place. Managers complete all required checks on staff and take steps to ensure their ongoing suitability. Children are encouraged to manage risks themselves in their play and when handling equipment. For example, children know how to safely carry scissors.

What does the setting need to do to improve?

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

	Due date
ensure risk assessments are implemented effectively and swift action is taken by senior management to ensure the premises are fit for purpose	09/07/2021

support staff to improve the planning and organisation of care and learning experiences in the baby room, with specific regard to indoor activities.	30/07/2021
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To further improve the quality of the early years provision, the provider should:

- plan further opportunities for the older and more-able children to enjoy increased levels of challenge in order to extend their thinking and learning
- strengthen the system for self-evaluation to involve staff to identify areas for improvement and raise the quality of the provision.

Setting details

Unique reference number	EY553630
Local authority	Staffordshire
Inspection number	10155559
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 at time of inspection	0 to 4
Total number of places	39
Number of children on roll	24
Name of registered person	Alpha Nurseries Ltd
Registered person unique reference number	RP900801
Telephone number	01889566678
Date of previous inspection	Not applicable

Information about this early years setting

Kensington House Day Nursery registered in 2017. It employs seven members of staff. The manager holds an appropriate qualification at level 6, one member of staff holds a qualification at level 5, three members of staff are qualified at level 3 and one member of staff is qualified at level 2. The nursery also employs a cook. The nursery opens Monday to Friday from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager. They observed staff's teaching practice during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was carried out with the manager.
- The inspector spoke to parents, staff and children at appropriate times throughout the inspection and took account of their views and feedback.
- The inspector looked at a selection of policies and procedures, accident and injury forms, the suitability and qualifications of staff working with the children, planning that was on the walls within the rooms, assessments, and evidence of self-evaluation.
- The inspector viewed all areas of the premises.

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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