

Inspection of Kingsfield Nursery

Bodicote Village Hall, Banbury OX15 4BN

Inspection date: 6 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy being at nursery. They arrive full of smiles for the welcoming staff. There is a calm and orderly feel to the nursery. Children understand what is expected of them. For example, they know that inside they must walk but outside they can run and play more energetically. Children adapt their behaviour and types of play accordingly. They need very little reminding from staff to do so.

Children are kind and courteous to each other. They welcome other children into their play and follow rules in board games. They use phrases such as 'we are sharing' and 'your turn next'. Children are proud of what they can do. For example, they show staff how fast they can run or explain what they have made. They are equally as happy about the achievements of their friends. For example, children cheer and offer congratulations when other children win at board games. Children and staff are very polite to each other.

Children benefit from a curriculum that is carefully planned and delivered well. By the time they start school, they have gained a wide range of skills and lots of knowledge. This helps to ensure that they are ready for the move.

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

- The manager, who is also the provider, and staff clearly identify what children would most benefit from learning next. For example, staff have identified developing vocabulary as a priority for many children. Staff regularly introduce children to new words and help them to understand and use these. For example, children and staff discussed the word 'determined'. Staff helped children to understand what this means and children enjoyed thinking of different words or phrases that might mean something similar.
- Children are very independent. They find their name cards and pegs at the beginning of the morning and carefully hang up their bags. They then register their names. Children understand that this helps staff to know they have arrived. They know where to keep their water bottles and the importance of drinking regularly.
- Staff sequence children's learning very effectively. They teach children skills in a well-planned order. For example, they teach children how to cut with scissors, hold pencils and wipe excess paint from brushes. Over time, children are able to use these skills to create their own pictures and artwork. Children understand the value of what they are learning. They explain that the reason they do not mix up all the paint colours is so that they can always find the colour they need.
- Children with special educational needs and/or disabilities receive very effective support. Staff help these children to join in and enjoy many activities at nursery. Staff also offer targeted teaching when applicable. These children make good

progress from their starting points.

- Staff read to children regularly, both individually and in large and small groups. Staff carefully plan what stories they will read and when. Children become familiar with well-known stories and learn that the same story can be told in different ways. Children regularly take books home to share with their families. They develop a real interest in books.
- Children have plenty of time to embed new learning. Staff explain that children have access to the same role-play experiences for several weeks. Staff join in children's play and help them to use resources in a meaningful way. Staff gradually encourage children to play more independently. The impact of this was seen in how purposeful children's play was in the pretend hospital. Children took on different roles, made get-well cards and booked each other in for appointments.
- Children are safe. They look after themselves and each other. However, staff have not considered fully how to incorporate the appropriate and safe use of technology into children's learning in order to further enhance children's understanding of personal safety.
- Overall, staff deliver teaching that helps all children to learn. Occasionally, staff do not fully consider how to adapt activities in order to ensure that younger children can get the most out of them.
- There are very respectful relationships between parents and staff. Parents are highly complimentary about the support offered during periods of closure and how this helped them to continue children's learning at home. Staff feel valued and supported by the manager.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular training to keep their safeguarding knowledge up to date. They understand their role in keeping children safe. Staff can recognise the signs of potential harm or neglect. They know how to share these concerns and the importance of doing so promptly. The provider has thorough systems in place to ensure the suitability of those she employs to work with children. The premises are safe and secure. Staff supervise children closely indoors and outdoors. They supervise children especially closely at times when potential risks are higher, such as at the beginning and end of each session.

What does the setting need to do to improve?

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

- adapt some activities to enable younger children to take part more easily in order to extend their learning further
- develop children's understanding of how to use technology purposefully and

safely.

Setting details

Unique reference number	EY552701
Local authority	Oxfordshire
Inspection number	10133898
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	36
Name of registered person	Witwicki, Joanna Elizabeth
Registered person unique reference number	RP552700
Telephone number	07813356166
Date of previous inspection	Not applicable

Information about this early years setting

Kingsfield Nursery re-registered in 2017. It is situated in Bodicote, near Banbury, Oxfordshire. The provision is open from 9am to midday on Monday, Tuesday, Thursday and Friday and from 12.30pm to 3.30pm on Wednesday during term time only. In addition, the nursery is open from 12.30pm to 3.30pm on Tuesday afternoons during the summer term only. The provider is also the manager and holds a relevant level 3 qualification. The provider employs an additional seven members of staff, of whom, five hold relevant qualifications between level 2 and level 6. The provider is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and the inspector completed a learning walk.
- The inspector and the manager carried out a joint observation.
- Parents and children shared their views with the inspector.
- The inspector held a meeting with the manager and looked at relevant documentation.

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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