

Inspection of The Kindergarten (Salford Priors)

Salford Priors C E Primary School, School Road, Salford Priors, Evesham,
Worcestershire WR11 8XD

Inspection date: 10 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are making good progress across the seven areas of learning. They have access to adult-led activities throughout the day. Children also have plenty of opportunities to lead their own play and create games with their peers. For example, in the playroom, a group of children confidently use their developing physical skills to take turns in jumping over obstacles of different sizes.

This is a small nursery where all children are comfortable in their surroundings. Children swiftly settle on arrival and, due to the small number of children attending, they really get to know one another and share strong relationships. Children who arrive at the nursery with limited skills in their speech and language flourish into becoming confident communicators. Children engage in detailed conversations with staff and gain good amounts of knowledge and extensive vocabulary through topics that inspire their learning. For example, through discussions and a range of creative activities, children learn about our natural world and animals that live in the South Pole.

Children participate in activities using a range of tools and resources that promote their physical development and early writing skills. For example, children manipulate tweezers to move pom-poms onto their snow scene pictures. Children learn about letter sounds and practise making shapes on whiteboards with chunky pens. They thoroughly enjoy making marks and erasing them. Children repeat this over and over again and express delight in what they create. They especially enjoy showing their pictures of 's' shapes and monsters to the inspector.

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

- Significant improvements have been made since the last inspection. The provider and her staff team have completed training on managing children's behaviour and about safeguarding. This has helped them to ensure they fully understand their roles and responsibilities and what they must do in the event of a concern about a child.
- The quality of teaching is good. Children are supported through activities that are planned by staff in accordance with children's interests. Staff also respond well to children's emerging interests as they play. For example, when children demonstrate they want to create loud sounds, staff suggest they use musical instruments or use a hammer to bang pegs into a wooden board.
- This small team of staff know the children in their care well. Staff observe, assess the children's level of development, and challenge them effectively most of the time. However, there are occasions where staff do not fully extend children's development of mathematics in their play and learning.
- Overall, inclusion is promoted effectively. Children have opportunities to learn

about people in our local communities who help us, such as doctors, dentists and firefighters. However, resources in some areas of the environment do not fully acknowledge all similarities and differences, with specific reference to the make up of different families.

- Children's personal development is effectively supported by staff. They give the children clear instructions about what is expected of them, and the children listen and readily respond. Staff are aware of children who need additional support to manage their own feelings and behaviour. They consistently implement their behaviour management strategies to support this. As a result, children behave well and are learning the difference between right and wrong. Children erupt with pride as they are applauded by their peers and awarded a small prize for continued good behaviour. Staff are mindful to set realistic challenges for all children so that they have equal opportunities to achieve and feel proud of themselves.
- Most of the information provided for parents is accurate. However, some displayed information regarding the name of who they must contact in the event of a concern, and the previous Ofsted grade, is not up to date. That said, parents are very satisfied with the service they receive. Many parents share how their older children, who used to attend this nursery, were helped during their transition on to school. Parents compliment the staff on their sensitive approach and the support they are offered during difficult times in their personal lives. They also express how the manager goes above and beyond her role in the nursery. For example, she supports parents with tasks outside of nursery hours, such as food shopping for their families.
- The arrangements in place for partnerships with other providers are successful. A cohesive approach to children's learning ensures that children make as much progress as they can.

Safeguarding

The arrangements for safeguarding are effective.

All staff have recently completed child protection training. They are aware of the indicators of abuse and neglect. Staff are aware of the duty to prevent children being drawn into situations that put them at risk. Staff recruitment and selection procedures are robust in ensuring adults working with children are suitable to do so. Security is good and the provider identifies potential risks to children. Currently, the provider is taking action to address the necessary improvements required in the children's cloakroom. As a result, risk assessment is effective and children's safety is enhanced.

What does the setting need to do to improve?

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

- utilise opportunities more consistently to enhance children's skills in counting and using the early stages of mathematics in their play and during routines
- increase the availability of resources that help children understand people's similarities and differences beyond their own personal experiences
- make sure that all of the information provided for parents is accurate and up to date.

Setting details

Unique reference number	EY297174
Local authority	Warwickshire
Inspection number	10204729
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	2 to 4
Total number of places	20
Number of children on roll	16
Name of registered person	Malpass, Sara Louise
Registered person unique reference number	RP512119
Telephone number	07778 898 996
Date of previous inspection	25 June 2021

Information about this early years setting

The Kindergarten (Salford Priors) registered in 2005. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and the manager holds a level 6 qualification. The nursery operates during term time only. It opens Monday to Thursday from 8am until 6pm, and Friday from 8am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Lapworth

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a joint observation with the manager.
- The inspector toured the nursery and completed a learning walk with the manager. The manager described how the environment and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the evidence of the suitability of staff working in the setting.

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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