

# Inspection of Kensington House Day Nursery

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

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Inspection date: 11 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision is good

Children arrive happy. Staff give the attention needed to those children who have recently started to attend to help them to settle. Warm and nurturing staff support children who move onto other rooms within the nursery equally as well. Children enjoy close relationships and they develop their unique characters. For example, children in the toddler room confidently show off their musical skills while they play their favourite instruments and delight in the session. All children thoroughly enjoy the activities on offer because staff pitch them at children's level of development. Teaching is skilfully adapted to meet their needs. For example, children thoroughly enjoy using their senses to explore the cereal, oats and flour, and the most-able children learn how to match the various vehicles when they play.

All children across the nursery become deeply involved in their play and show a keen interest in stories and books. Pre-school children recall the names of the insects that they have previously learned. For example, children are highly motivated when they find the pictures of the insects hidden around the garden. They name the caterpillars, slugs, worms and butterflies. Children describe the features of insects and their habitats. Staff skilfully help children to learn about the initial sounds of words through fun activities. For example, children are eager to look at the objects that begin with the same letter sound and add them to their bowl to make a pretend soup.

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

- The provider has made good progress since the last inspection. They have taken prompt and effective action to address the actions in relation to improving the premises and experiences on offer in the baby room. In addition, the quality of teaching and learning has significantly improved across the nursery and children make good progress. The manager and the learning and development lead provide regular supervision, coaching and training to extend staff practice. Staff speak highly of the management team and the support they receive to raise their qualification and skills. They have a shared vision of working together to continually enhance the provision.
- Staff design the curriculum around the changing seasons, special events, popular topics, and children's interests. Staff know the children very well and use their daily observations of what children enjoy and can do, to guide their planning and teaching. There is a clear focus on ensuring that staff promote children's communication and language skills through all their interactions.
- Staff quickly identify any children who may benefit from additional support and work closely with parents and offer effective individual attention to close gaps swiftly. Parents report that they are extremely happy with the progress that their children make. Staff seek parent feedback regularly. As a result, they make

changes to the service on offer. Staff work closely with parents to help children to settle and to guide on issues such as behaviour management strategies and minimising the use of dummies.

- Staff provide enjoyable opportunities for children to count and recognise shapes, but they do not have a deep understanding of how to make other aspects of mathematics more appealing. For example, children, particularly boys, do not show enough interest in recognising numbers, grouping objects and calculation. Consequently, the boys' attainment is not as high as the girls' attainment.
- Staff give good regard to promoting children's emotional well-being and health. They ensure they use consistent strategies to manage children's behaviour and teach them about right and wrong. Staff help children to learn about the importance of exercise and limiting sugar in their diet. Children have good opportunities to be outdoors in the fresh air and be physical.
- The programme for understanding the world is extremely strong in some aspects. Staff use the changing seasons as a good base to inspire children to learn. They provide a rich range of experiences for children to learn about the natural world, living things and life cycles. For example, children identify birds, make bird boxes and bird food, and care for vegetables and flowers that they have planted. However, the manager has not identified further areas for development. For example, staff support children well to learn about themselves and their families. However, staff plan fewer opportunities for children to learn about diversity and communities beyond their own experience.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and leaders ensure that all staff benefit from up-to-date training to ensure they have a secure understanding of safeguarding issues. Staff are alert to any changes in relation to children's home lives and circumstances and offer good support to parents. There are robust vetting and induction systems in place to help ensure all staff are suitable to work with children. The system for reporting any concerns about the building to the senior leaders has improved and action is taken more swiftly when hazards are identified. Staff help children to learn about how to keep safe in the nursery and they learn how to use tools, such as hammers, safely. Staff work closely with parents on minimising digital screen time and keeping children safe.

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

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

- monitor more rigorously the educational programmes to help identify areas for further development, such as providing increased opportunities for children to learn about diversity and communities beyond their own experience

- support staff to gain a deeper understanding of how to enhance the educational programme for mathematics, in particular, to raise the attainment of boys further.

## Setting details

<b>Unique reference number</b>	EY553630
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10199221
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Alpha Nurseries Ltd
<b>Registered person unique reference number</b>	RP900801
<b>Telephone number</b>	01889566678
<b>Date of previous inspection</b>	10 June 2021

## Information about this early years setting

Kensington House Day Nursery registered in 2017. The nursery is open Monday to Friday from 7am until 6pm throughout the year. The provider receives funding to provide free early education for two- and three-year-old children. There are five members of staff employed to care for children. Of these, one holds an early years qualification at level 6 and four hold a qualification at level 3.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the manager, deputy and members of the leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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