

Inspection of Kenton Park Nursery School

Kenton Park Nursery School, 5 Kenton Park Shopping Centre, NEWCASTLE UPON TYNE NE3 4RU

Inspection date: 15 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Staff create a warm, welcoming and secure environment. Children, including those who are new to the setting, confidently settle into the daily routines because staff help them to feel safe and well cared for. For example, staff spend time getting to know the children and their parents before they start, through well-planned induction sessions. Children show that they are happy, safe and secure. For example, younger babies contentedly snuggle into staff, and toddlers invite staff into their play. Older children delight in testing out their early design skills. They describe in detail how they use paper, pencils and glue to create decorations that will hang up in their home. Children are very familiar with the nursery rules. They are well behaved, share toys, and take turns during activities with very little guidance from staff.

All children relish their time outdoors. Staff encourage conversations about the natural environment and how to look after it. Older children collect twigs and leaves and describe how they are going to make a nest to keep the birds warm so they can lay their eggs. They talk confidently about what they know and are eager to tell the inspector about the difference between bees and wasps. Children learn to take risks as they play and enjoy being physically active. For example, they confidently scramble into the pirate ship and balance on tree stumps.

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

- The nursery benefits from a dedicated and experienced manager. She has a good overview of the curriculum and knows exactly what they want children to learn. She provides opportunities for staff to talk about their workload and well-being. Staff say that they feel valued, supported and included. They access training for professional development and receive support to improve their knowledge. The manager and staff work well together as a team to move the nursery forward and implement continuous improvement.
- The well-organised environment promotes children's natural curiosity. Staff plan activities which allow children to take the lead in their own learning, such as finding more information about space, planets and rockets. As a result, children are eager to engage in activities.
- Children of all ages have lots of opportunities to develop their communication and language skills. Babies use their voices to communicate with staff, who acknowledge and respond to their early babbles and sounds. Staff provide commentary as children play and engage in conversations with them. As they pose questions to toddlers and pre-school children, staff give them the time they need to think how to respond. However, occasionally, staff do not fully consider how they can expand on what children say and add new descriptive words.
- Staff provide regular opportunities for children to sing and listen to stories.

Babies and toddlers clearly enjoy familiar rhymes and songs and take part with enthusiasm. That said, staff working with babies and toddlers have a tendency to read stories too quickly. This does not always allow young children the time to interact, or hear new vocabulary pronounced clearly.

- Children in the pre-school use their mathematical knowledge to explain how totals change when objects are added to a group. They recognise small totals without counting, such as representing the number four using their fingers.
- Children listen to staff and follow instructions well. They learn to do tasks for themselves such as wash their hands. Children are offered healthy meals and snacks. These are carefully checked by staff to ensure the food meets children's individual dietary needs. Staff give gentle encouragement to children to try their food. This helps children to widen their tastes for different foods.
- Staff work effectively with other professionals involved in children's care and have high expectations for all children. They provide targeted one-to-one support for children who need additional help. Subsequently, all children successfully develop the skills they need for their future learning.
- Parents strongly recommend the nursery. They comment on the positive contribution staff make to children's personal development and aspects of their self-care, such as toileting and trying new foods. Parents feel that staff go 'above and beyond what is expected'. Staff use online and face-to-face communication to keep parents fully informed about children's progress and their care.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about child protection. They understand how to keep children safe and can confidently identify possible signs that a child may be at risk of harm. Staff know the procedures they should follow if they have concerns about children or a member of staff. They receive regular training, and the manager uses scenarios and questions them about safeguarding, so that they can keep their knowledge up to date. Managers follow robust recruitment and induction processes that help to ensure the suitability of adults working with children. Staff deploy themselves to ensure that children are supervised at all times.

What does the setting need to do to improve?

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

- support staff to control the pace that stories are read to young children so that they can hear the words clearly and have opportunities to interact
- enhance staff's already good practice in developing children's expressive language skills, and expand and use additional words when responding.

Setting details

Unique reference number	319218
Local authority	Newcastle upon Tyne
Inspection number	10221993
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	58
Number of children on roll	95
Name of registered person	Choice Childcare Limited
Registered person unique reference number	RP904033
Telephone number	0191 285 5020
Date of previous inspection	11 April 2017

Information about this early years setting

Kenton Park Nursery School registered in 1992 and is situated in Newcastle Upon Tyne. The nursery employs 18 members of childcare staff, 16 of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and the quality and development manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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