

# Inspection of Kindred Parsonage

Holders Road, Amesbury, Wiltshire SP4 7PW

---

Inspection date: 2 March 2022

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children are at the heart of everything staff do. Children are confident to have a go, ask for help and are independent. They show that they feel safe and secure. Children enjoy experimenting with dry rice using a wide range of everyday objects, such as bowls, spoons, jars, tubes and guttering. As they pour, move and transfer rice, they solve problems and learn to use new mathematical language that staff demonstrate to them. Children work together to share their ideas and maintain concentration.

Children experience a wide range of high-quality books. They engage in fun, interactive stories using prompts, such as straw, sticks and bricks which help make nursery rhymes come alive. Children freely retell parts of stories that they have learned in previous weeks. Children play well with one another. They negotiate with one another in their play and independently ask if they want or need something. Children ask others 'Can I have some of your play dough as you have quite a lot?'

Due to the COVID-19 pandemic, parents do not enter the setting on arrival. Staff welcome children at the door, make sure that important information is shared and help children find and read their name label to hang up their coat.

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

- Leaders have a clear vision to improve children's speaking and listening skills. When planning activities, they consider which new words children need to learn. Staff are confident to extend children's vocabulary in their play, often modelling alternative words. When children use 'small', staff respond with new words like, 'tiny', 'mini', 'minuscule'. Children listen and try these words for themselves.
- Leaders design their curriculum to make sure that children build the skills they need for future learning. To promote children's writing development, staff supply a range of activities that encourage both large and fine-motor physical control. Children enjoy making large marks on the ground outdoors with paintbrushes and soapy water. They look for letters that they recognise. Children also practise controlling their fingers and hands by rolling conkers in paint or using coloured pencils when inspired to draw a vase of daffodils.
- Leaders celebrate the cultural diversity of the children in their care. Children learn about what makes them unique and special. Children and parents share what is important to them and their family with photos, crafts and festival foods. Staff talk about these with children and use non-fiction books to show other cultures and countries. Children paint pictures to demonstrate what they have learned and staff value their ideas and write them down.
- Leaders use additional support funding to purchase specialised resources for

children with special educational needs and/or disabilities (SEND). While most children benefit from these, they are not always used by children with SEND. However, in some instances, leaders use additional funding to increase the time staff can interact with children with SEND. When they do this, children make more progress.

- Staff know children well. They monitor children's progress carefully and quickly identify gaps in learning. Staff work together to adapt activities to their individual needs. They skilfully modify their interactions with children to ensure they are successful in their tasks. When playing alongside children, staff prompt them to use words that they are learning and give time for them to respond.
- Staff work closely with parents. They communicate regularly about their child's development. They listen to any concerns parents may have and let them know how they are helping their child. Where children have speech and language needs, parents are kept informed about what their child's next steps are, how they can help at home and are aware of when specialist professionals are supporting their child. Parents say they trust staff and describe them as 'amazing'.
- Children develop independence. At snack time, they pour their own milk, spread butter on their crackers and choose their favourite fruit. Staff do not encourage parents to provide nutritional lunches to fully support good oral health.
- Staff are sensitive to children's care needs and ask them if they need their nappy changing. Children walk to the changing area and staff have friendly conversations with the children, confidently sharing their news with staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff know the setting's procedures that help keep children safe. Staff receive training and have regular meetings so that they know how to identify and report a concern. Leaders have clear recruitment procedures in place to make sure that suitable staff are employed. Leaders work closely with parents, guardians and local safeguarding agencies to keep children safe. They monitor children's attendance and work with families to understand what barriers may prevent children from attending the setting and provide support. Most children know how to behave well. Staff gently reinforce the setting rules and explain to children how these keep them and others safe.

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

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

- use additional support funding to focus individual help for children with SEND to make quicker progress
- strengthen ways to share and promote healthy eating and good oral health.

## Setting details

<b>Unique reference number</b>	EY448282
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10220902
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Kindred Education (Wiltshire) Limited
<b>Registered person unique reference number</b>	RP902927
<b>Telephone number</b>	07935158083
<b>Date of previous inspection</b>	16 November 2016

## Information about this early years setting

Kindred Parsonage Pre-school registered in 2012. It is located in the grounds of Amesbury Sports and Community Centre in Amesbury, Wiltshire. It is open Monday to Friday from 9am to 3pm. The pre-school receives funding to provide free early education for children aged two, three and four years old. There are five staff who work with the children, all of whom hold relevant early years qualifications.

## Information about this inspection

### Inspector

Jonathan Payne

## Inspection activities

- The manager and inspector completed a learning walk together and discussed the provider's purpose of their curriculum.
- Staff spoke with the inspector about how they support children to learn and how they help keep children safe.
- The inspector spoke with the manager and area manager about the leadership and management of the setting.
- The inspector observed staff interacting with children in all areas of the setting.
- Parents shared their views with the inspector about the education and care that their children receive.
- 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.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022