

Inspection of Kingswood Day Nurseries Limited

The Old School, Daggons Road, Alderholt, Fordingbridge, Hampshire SP6 3DN

Inspection date: 9 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are delighted to arrive at the setting and get started with their day. They begin conversations excitedly with staff who greet them. Children engage in daily forest-school sessions at a nearby site. Staff create a welcoming environment deep within the forest. Children play freely and independently. They learn about nature and how to assess and manage risks themselves. Children spend long periods of time concentrating on what they are doing, which helps them to deepen their knowledge. For example, they collect sticks and pinecones, and enjoy transferring them from one container to another.

Children behave extremely well as there is always something captivating for them to do. They are increasingly confident in offering ideas during group sessions. Children learn quickly how to focus their attention when listening to their friends and staff.

During the COVID-19 pandemic, staff kept in touch with all families. They suggested ideas and created a lending library of resources to help parents extend children's learning at home. Staff offered support to parents during this trying time. When children returned to nursery, staff focused their efforts on assisting children in settling in. They planned meaningful activities based on the children's interests and wants. Staff continue to work in excellent partnership with parents to find out about children's interests at home.

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

- The manager, who is also the owner, has clear intentions for the nursery's broad curriculum. She works with staff to decide collaboratively on their approach to this. They plan a curriculum based on the children's interests and learning needs. Their aim is to support children's progress through building on what they already know and can do. However, at times, staff do not recognise how to extend children's learning further as they play.
- Children with special educational needs and/or disabilities (SEND) have the support that they need to make progress in their learning and development. Staff work closely with other professionals to identify targeted support to meet children's individual needs. Parents of children with SEND comment that they feel very well supported.
- Staff place a strong focus on developing children's speaking and listening skills. Those working with babies provide resources, such as soil and shredded paper, to bring stories to life and keep children interested. Staff have made good use of recent training to support children of all ages to develop confident communication skills. This includes using sign language to support children's understanding of spoken words.

- Children are busy and motivated learners. They explore a wide variety of interesting resources that can be used in different ways. Children use them imaginatively and play creatively. For instance, they successfully connect guttering and tubes together to build very long car runs around the forest floor. Older children show good problem-solving skills and work closely alongside each other to find a solution to get balls stuck in a tube.
- Children have very good opportunities to develop their physical skills. The setting benefits from its rural location and wide-open spaces. Children have plenty of space to run, climb, jump, dig, slide and balance. Younger children have fun as they swing in a hammock and older children take their turn on the swings.
- Staff feel valued and work well as a team. They receive regular supervision and access training that enables them to carry out their roles and responsibilities well. The manager understands the pressure that staff are under and how hard they work. The manager and staff reflect regularly on practice and are committed to continuous development with a clear action plan for improving the care they provide.
- Staff get to know and understand each child very well. They make strong connections with parents and families. Highly effective communication systems are in place to share precise information about children's care and learning needs. Parents are extremely complimentary about the staff and the progress that their children make in their learning. They describe that the staff are 'like extended family' and that they are 'grateful for the level of care' their children receive.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the indicators that may suggest that a child is at risk of harm. They understand what they should do if they have concerns. Staff wear lanyards that contain key safeguarding information which they can refer to at any time. The manager carries out thorough recruitment processes. She checks to ensure that staff are suitable to work with children. Ongoing supervision meetings ensure that staff's child protection knowledge is up to date. Staff assess risks in the setting and the forest environment, making sure that children can play and explore safely. Children learn about road safety and how to keep safe when exploring the forest.

What does the setting need to do to improve?

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

- support staff further to make the most of teachable moments to extend children's learning as they play.

Setting details

Unique reference number	EY280673
Local authority	Dorset
Inspection number	10125837
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	42
Number of children on roll	87
Name of registered person	Kingswood Day Nurseries Limited
Registered person unique reference number	RP908163
Telephone number	01425 656451
Date of previous inspection	13 January 2014

Information about this early years setting

Kingswood Day Nursery registered in 2004. The nursery is privately owned. It operates from a former school premises on the edge of the village of Alderholt, in Dorset. The nursery is open Monday to Friday, from 7.45am until 6pm, for 50 weeks of the year (closing a week in August and over the Christmas period). They offer funded education for two-, three-, and four-year-old children. The nursery employs 12 members of staff who work directly with the children. Of these, ten hold an appropriate childcare qualification at level 3 and two at level 5.

Information about this inspection

Inspector

Rachel Cornish

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 manager and the inspector carried out a learning walk and discussed the curriculum intentions and activities for children's development.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a small-group activity with the manager.
- Children and staff spoke to the inspector during the inspection.
- Parents shared their views about the setting with the inspector.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff.

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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