

Inspection of Caring Kindergartens

Duston St. Lukes Centre, Main Road, Duston, NORTHAMPTON NN5 6JB

Inspection date: 11 August 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 and parents are welcomed by friendly nursery staff as they arrive. Children who struggle to leave their parents are supported well. Staff give them cuddles, helping them to calm quickly. Staff teach children to use their 'walking feet' indoors so they do not fall and hurt themselves. Older children develop their independence skills as they self-serve their own lunch and wash their plates afterwards. Staff teach children about feelings and emotions as they read stories to them. Children listen with interest, and say 'nursery teachers check on me if I am sad'.

Staff provide an extensive variety of activities that follow children's interests. Children show a positive attitude towards their learning as they actively engage and join in. All ages of children enjoy exploring the large and inviting garden. Staff support the youngest children to develop their physical skills by holding their hands as they learn to walk. Children demonstrate pride in their achievements. Older children develop their imagination as they work together to build a 'transformer' out of construction resources. They confidently approach visitors to show off their creation, saying 'look at Optimus!'. Staff support children's communication and language development well. Children sing songs, listen to stories, and engage in age-appropriate conversations.

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

- Staff know children well. They use assessments and observations to inform planned activities to further children's development. Gaps in learning are identified quickly, with staff being confident to reach out to other professionals when children require extra help. The manager uses additional funding well, for example, purchasing specific resources to support children's individual needs. She involves parents in how this additional money is spent. This means all children are supported to make good progress in their learning and quickly receive the help they need.
- Staff extend children's learning well, as they build on what children already know and can do. For example, staff develop younger children's mathematical understanding as they take part in a painting activity. They introduce the concept of big and small, as they compare the sizes of hand prints they make on the paper.
- Parents speak highly of how the manager and 'fantastic' staff support their children and them as parents. Staff share information in a variety of ways to keep parents informed on how their child is developing, and provide ideas of how learning can be continued at home. Parents report their child's confidence has grown since attending the nursery.
- The nursery has strong links within the community. Older children have regular

opportunities to visit the local school, as well as the senior care home. Staff teach them about 'people who help us' as they play with 'small world' figures and read them stories. Children say the police 'rescue people' when they are asked what they do. This enables children to learn about the world around them, and be prepared for their next stage in learning.

- The nursery provides healthy meals. Children excitedly say 'fish, I love fish' when lunch arrives. Meal times are calm and sociable. Staff encourage younger children to feed themselves as they start to develop their independence and small-muscle skills. Staff engage older children in conversations, discussing what food they have on their plate. However, staff do not always reinforce the importance of what a healthy lifestyle is, or help children to understand the benefits of the healthy foods they eat.
- Children are calm and friendly towards their friends, staff and visitors. Staff remind children about sharing toys, praising them when they do so. Staff are positive role models. They encourage children to use good manners, such as 'please' and 'thank you'. However, at times, staff working with younger children do not consistently share behaviour expectations. This means younger children do not always understand what is expected of them.
- Staff report they feel supported by their manager, especially in regards to their well-being. The manager carries out regular supervisions with staff, enabling them to discuss their professional development as well as any concerns they may have. Staff have free access to an online training platform. This gives them numerous opportunities to develop their own skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of the different types of abuse children can be subjected to, including how children can be radicalised. They are confident in the process of how to report concerns regarding staff and children, as well as how to escalate these concerns outside of the nursery. Staff have regular safeguarding training to keep their knowledge up to date. The designated safeguarding leads have a strong understanding of their role in how to support staff and when to make referrals. The manager implements a robust safer recruitment policy, making sure all staff who work with children are suitable to do so.

What does the setting need to do to improve?

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

- strengthen support for children to extend their knowledge of what a healthy lifestyle is and the benefits of healthy eating
- embed behaviour expectations consistently for younger children, to help them understand what is expected of them.

Setting details

Unique reference number	EY462952
Local authority	West Northamptonshire
Inspection number	10236187
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	104
Number of children on roll	101
Name of registered person	C K Childcare Limited
Registered person unique reference number	RP550370
Telephone number	01604 583229
Date of previous inspection	27 September 2016

Information about this early years setting

Caring Kindergartens registered in 2013. The nursery employs 21 members of childcare staff, 17 of whom hold appropriate early years qualifications at level 2 or above, with four staff holding level 6 qualifications. The nursery opens from Monday to Friday, all year round, closing on bank holidays and at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the provider has 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 her evaluation of the nursery.
- The inspector and the manager completed a learning walk together. The inspector spoke with the manager and staff to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022