

Inspection of Burslem Kindergarten

North Road, Stoke-On-Trent, Staffordshire ST6 2ED

Inspection date: 10 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children relish their time in this warm and inviting nursery. They build strong bonds with staff. This supports their emotional security. Children are provided with meaningful learning and a rich curriculum. This builds on their interests and existing knowledge. Children confidently remember what they have learned. Children enjoy exploring the secure outdoor area and practise their gross-motor skills as they climb, crawl, and run freely around the large climbing structure, giggling as their friends chase them. They have opportunities to engage with the natural world. For example, a child expressed a fascination at finding a worm and said, 'Look, a slug'. The proactive staff enabled this curiosity with an anatomy comparison of slugs and worms, extended by making the worm a shelter from the hot sun. Most staff model good language and communication skills to children to support their speech development.

Staff have high expectations for children's behaviour and learning. Children follow these expectations well and are supported to take turns and share. Children behave very well. They are thoughtful and caring towards their friends. For instance, children skilfully pour cups of water and ask their friends and staff if they would like a drink. Children use good manners without needing to be reminded and are developing positive attitudes to learning.

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

- Staff deliver an inclusive curriculum that supports children, including those with special educational needs and/or disabilities. Children who speak English as an additional language progress well. Staff liaise with parents and learn words in their home language to help children develop a good grasp of English. All children make good progress relative to their starting points. Careful consideration is given to how additional funding is spent to ensure it has the biggest impact on children's learning.
- Staff are resourceful and plan stimulating activities that ignite children's interests. Children listen intently as staff read a story about holidays, with a child pointing out that an elephant would need a bigger paddling pool. Staff are positive role models and children are engrossed in their learning. However, occasionally staff do not notice where adaptations are needed in their practice to ensure that all children remain engaged and consistently challenged.
- Children develop a love of books as they listen to familiar stories. Staff read with enthusiasm and encourage children to join in with the actions to familiar songs. Staff understand the importance of singing songs and rhymes to support children's language skills and encourage all children to join in.
- Babies delight in their sensory play as they explore different textures with their hands and mouths. Staff use good facial expressions and are nurturing and

receptive to their needs. However, at times, some staff do not engage in high-quality interactions with younger children to support their growing vocabulary to the highest level.

- Children are developing an awareness of healthy eating and the importance of good oral health. Children talk about drinking water to keep them hydrated and how healthy snacks make them strong. Staff reinforce this during conversations at mealtimes and adult-led activities. For example, children and staff discuss the importance of brushing their teeth properly. Hygiene practises are effective as staff teach children to become increasingly independent in managing their personal needs.
- Parents comment that their children 'absolutely love' the nursery and that staff are 'friendly and supportive'. They receive daily feedback on their children's progress and share information from home to further enhance their learning. Children are well supported during transition into the nursery and in their move on to school.
- The leadership and management of this nursery are good. Self-evaluation is accurate and identifies areas for senior leaders to develop further. The manager holds supervision meetings with staff to reflect on the quality of their practice. However, leaders do not focus performance management and professional development opportunities sharply enough on developing consistency in teaching practice to raise the quality of the provision to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough understanding of how to keep children safe and protected from harm. All staff have completed safeguarding training and understand the steps to take, should they become concerned about a child's welfare or the conduct of a colleague. Leaders adopt stringent procedures for the recruitment of new staff and keep robust records that ensure all staff are suitable to work with children. Staff teach children about keeping safe, such as prompting them to remember why they need sun cream and hats, so they do not get sunburn. This allows the children to begin to manage their own risks and learn to keep themselves safe.

What does the setting need to do to improve?

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

- focus professional development opportunities more sharply on supporting staff to provide consistently high levels of teaching and interactions with children
- support staff working with younger children to enhance their practice to consistently engage and challenge all children in learning experiences.

Setting details

Unique reference number	2564951
Local authority	Stoke-on-Trent
Inspection number	10221693
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 5
Total number of places	95
Number of children on roll	90
Name of registered person	The Kindergarten Group Limited
Registered person unique reference number	RP532723
Telephone number	07850 462364
Date of previous inspection	Not applicable

Information about this early years setting

Burslem Kindergarten registered in 2019. It is situated in Burslem, Staffordshire. The nursery employs 14 members of staff. Of these, three hold appropriate early years qualifications at level 6, six hold qualifications at level 3, one holds a level 2 qualification and four members of staff are completing apprenticeships. The nursery opens Monday to Friday for 51 weeks of the year from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne McDowell

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 and the nursery leader had a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of education being provided, both indoors and outdoors, and the impact on children's learning was assessed.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the nursery leader and discussed the impact of teaching on children's learning.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff suitability and training.

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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