

Inspection of The Kinsbourne Common Nursery And Pre-School

St. Marys Church Hall, Luton Road, Harpenden AL5 3QE

Inspection date: 7 December 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 flourish in this welcoming nursery. They develop strong bonds with staff and are kind and respectful to their peers. The manager has thoroughly considered the children's transition into the nursery. She has written her own story based on the nursery logo of woodland creatures to help them to feel part of the setting and learn about the habitats of the animals.

They confidently choose from a wide range of activities and become quickly engrossed. Children develop their fine motor skills as they squish and squeeze play dough. They use cutters to make shapes and proudly show staff a butterfly they have made. Children confidently draw circles with pens and coloured glue. This helps them to build on skills they will need at the next stage of their education.

Children thoroughly enjoy learning about the world around them. Regular trips to the forest allow them to explore their environment. They learn about the seasons and hunt for bugs. Children use their imagination as they pretend to go on a train ride, sitting on a log.

Children are well behaved and polite. Staff help children to understand what is expected of them. They provide nurturing care and support to help children self-regulate their behaviour and emotions. Children are familiar with routines, which helps them to feel safe and secure. They know to stop, look and listen when they hear the bell, and eagerly help staff to tidy away the toys.

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

- The manager has a well-sequenced curriculum that is understood and implemented by staff throughout the setting. Staff are enthusiastic and have a good understanding of child development. They use effective assessment to plan what children need to learn next, and provide activities that follow their interests. As a result, all children make good progress.
- The daily routine is generally well planned. Children benefit from a wide range of adult-led and free play activities, such as music and movement sessions, arts and crafts and role play. However, sometimes the organisation of daily activities, such as transitions from one activity to another, does not support children that need more time to adjust.
- Parents report they are happy with the nursery. They comment that staff are warm and friendly, and their children enjoy attending. Parents receive regular feedback on their children's learning and development. They have access to a range of books they can take home. This encourages children to continue learning at home and promotes an interest in books.
- Children develop a secure understanding of early mathematical concepts. Older

children confidently count to five and some beyond. They have a good understanding of shape and size, as they use a magnifying glass to look at leaves in the garden. Children use the language of size as they find 'bigger' and 'smaller' leaves.

- Children with special educational needs and/or disabilities are extremely well supported. Staff work closely with other professionals. They provide nurturing care and know instinctively how best to support the children. Parents speak highly of the dedicated support they provide to their family which has been a 'lifeline' for them.
- Children's communication and language is promoted well. Staff engage children in meaningful conversations as they talk about their experiences and family lives. They introduce new words as children play with farmyard animals, such as 'straw' and 'cow'. Staff use visual cues and signing for children who have limited language. Staff understand the effect that the use of dummies has on children's language and communication and oral health. However, this is not always communicated to the parents to help them work together to reduce their use.
- Staff prepare children well for moving on to school. They ensure children can complete self-care tasks independently and are emotionally ready. Children role play with school uniforms and learn about their new environment. Teachers visit the children, and staff prepare transition reports to ensure that children transition smoothly.
- The manager has robust recruitment procedures and ongoing checks to ensure staff suitability. The manager supports staff well, providing regular supervision and opportunities to build on their professional development with focused training. Staff with less experience are well supported with further training and guidance from the manager to help them develop.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed safeguarding training and demonstrate good knowledge of safeguarding procedures. They are aware of the signs and symptoms of potential abuse and or neglect. There are clear reporting procedures in place, should staff have concerns about the welfare of a child. Staff understand what to do should they have concerns about another member of staff and where to report this. Staff deploy themselves well to ensure that children are well supervised. Regular risk assessments are carried out to minimise hazards. Children learn how to keep themselves safe, as they learn about road safety and how to stay safe in the woods.

What does the setting need to do to improve?

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

- adjust planning of daily activities, so that children who take more time to adjust have the time to prepare for transitions
- provide parents with more specific information about their child's development and how they can further support their child's learning at home.

Setting details

Unique reference number	2603962
Local authority	Hertfordshire
Inspection number	10251636
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	20
Number of children on roll	29
Name of registered person	Campbell, Deborah
Registered person unique reference number	2603960
Telephone number	07956463128
Date of previous inspection	Not applicable

Information about this early years setting

The Kinsbourne Common Nursery and Pre-School re-registered in 2020. It operates from St. Marys church hall in Harpenden. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens on Monday, Wednesday, Thursday and Friday, from 8.30am until 3.30pm, term time only. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, both indoors and outdoors. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff files and safeguarding documents.
- The inspector spoke to parents during the inspection to take 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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