

# Inspection of Kings Meadow Nursery

Townsend Meadow, Hampton Road, WARWICK CV34 6JP

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Inspection date: 14 February 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

Children are not effectively protected from harm in this nursery. This is because hazards have not been identified and steps have not been taken in a timely way to remove the risks to children's safety. All staff, including those designated to take the lead in safeguarding do not have a secure knowledge of child protection procedures, in particular when an allegation is made against a colleague.

There are significant weaknesses in the delivery of the curriculum. Staff do not provide children with a range of activities to support their individual learning needs so that they make the progress they are capable of. During some routine activities, older children become bored, as they sit for lengthy periods of time with no stimulation to motivate them to engage in play and learning that is purposeful.

That said, children show positive attitudes to learning and fully engage in an activity delivered by an outside agency. Here, they behave well and follow instructions. Children show high levels of enjoyment as they bang their sticks to the rhythm of the music and use the large space indoors to move their bodies freely. This helps children to learn about rhythm and rhyme. Children develop independence. For example, they manage their own personal care needs, wash their hands with increasing skill and collect their own items at lunchtime. Babies make choices about the paint colours and brushes they use. They enjoy making large movements and marks on paper with staff. All children, including those with special educational needs/and or disabilities, gain some of the skills they need for their future learning.

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

- The manager has developed a suitable curriculum for children's learning. However, this is not fully understood by staff. Staff do not use the information gained from assessments and observations to plan activities and experiences which focus on what each child needs to learn next.
- There are times where children become bored and disengaged. For example, older children sit together with staff during daily circle time. Children initially engage while they sing. However, they soon lose interest when they are required to wait quietly while each child completes a task. Staff do not interact effectively with children and use this time to encourage children to engage in play and learning that is purposeful.
- The manager ensures that staff receive the mandatory training, such as paediatric first aid. However, managers do not provide staff with the training, support and coaching they need to understand and implement the curriculum effectively, so that the activities that are planned, support children's learning.
- Children engage with some resources that interest them. For example, older

children play cooperatively with wooden blocks to build a house. They discuss their plans together to make decisions about where to place the next block.

- Snack and mealtimes are positive experiences for all children. They sit together with staff to eat healthy meals which are prepared onsite. Babies have fun as they interact with staff and pretend to feed a teddy bear. All children practise their skills and manage to feed themselves successfully. Babies use spoons or their fingers, while older children gather the cutlery they need and are proud to serve themselves.
- Children develop their communication and use effective speaking skills. Older children use clear speech and are confident to speak and interact with visitors. They chat happily with each other and with staff. They make their needs clearly understood when they ask for help to cut their food at lunchtime. Although, children do ask several times before they gain the help they need from staff. Children who speak English as an additional language are helped to continue to use their home language while they also learn to use the English language.
- Children learn about the similarities and differences in others in our varied communities. They celebrate a range of festivals, taste different foods, and learn about the customs of others. Children learn about how families can differ from their own experiences. This helps children to develop their tolerance and understanding of others.
- Parents say their children are developing well and are happy. They value the information they receive about their child's care and learning progress. They say staff and managers are friendly and approachable.

## Safeguarding

The arrangements for safeguarding are not effective.

All staff, including those designated to take the lead in safeguarding do not have a secure enough knowledge of the local child protection procedures they must follow when an allegation is made against a member of staff. Managers have not ensured that staff know how to escalate their concerns if required. Risk assessment is not effective enough. Staff have not identified risks in the environment. For example, children are exposed to heaters which become extremely hot. This is because broken covers are not replaced in a timely manner. Risks from sharp protruding screws in a wall outdoors were not identified and made safe. Immediate action has not been taken to remove or minimise the risks to children's safety. Recruitment procedures are robust. This includes the background checks that are made to ensure that staff are suitable to work in the nursery.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure that those designated to take the lead in safeguarding have a secure knowledge of the local procedures to report concerns when an allegation is made against a colleague	14/03/2023
make sure that all staff understand the procedures to report an allegation against a colleague, particularly when they may be required to escalate their concerns	14/03/2023
improve risk assessment so that it is effective to identify hazards in the environment	14/03/2023
take swift and immediate action to remove the risks to children's safety, particularly in relation to the arrangements for heating the nursery	14/03/2023
use information from observations and assessments to focus the planning of activities and experiences to meet the individual learning needs of children	25/04/2023
make sure that routine activities are stimulating and motivate children to engage in purposeful learning	25/04/2023
provide the training, support and coaching that staff need to understand and deliver the curriculum effectively so that the activities that are planned, support children's learning.	25/04/2023

## Setting details

<b>Unique reference number</b>	EY542529
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10278043
<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>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Reynolds, Joanna Lorraine
<b>Registered person unique reference number</b>	RP512102
<b>Telephone number</b>	01926 495343
<b>Date of previous inspection</b>	8 January 2019

## Information about this early years setting

Kings Meadow Nursery re-registered in 2016 and is situated in Warwick. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, four hold qualifications at level 3 and two at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Taylor

## 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 this into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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