

# Inspection of K.W. Nursery Ltd. (King William Nursery)

St Luke's Church Hall, King William Road, GILLINGHAM, Kent ME7 1PD

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Inspection date: 12 May 2023

**Overall effectiveness** **Good**

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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 feel calm and settled as they arrive. They separate from parents well and show high levels of curiosity as they explore the activities available to them. They immerse themselves in their play, showing they feel secure and confident. Children have developed strong bonds with the staff. They greet them with excitement and cuddles, and they check in regularly for reassurance. Staff support children's emotional well-being effectively.

Children display a secure understanding of the routine, as a result of staff's high expectations. They respond positively to staff and know to wash their hands before snack time. Staff teach children how to wait patiently for their turn and provide gentle reminders where needed, such as to use 'walking feet'. This promotes positive behaviour and helps children learn right from wrong.

Children thrive in the outdoor space. Staff provide plenty of opportunities for children to engage in different learning experiences. For example, children use ride-along bicycles to develop their physical strength and coordination. Children show high levels of focus as they engage in role-play activities. For example, children pretend to make birthday cakes in the mud kitchen. This helps children to develop their imagination.

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

- The curriculum is well planned and builds on what children already know. Staff have meetings with the 'children's council' so they can share ideas and contribute towards their learning. As a result, children are developing positive attitudes towards their learning. Staff know the children very well and use additional funding appropriately to help children make good progress.
- Staff have a focus to develop children's communication and language. However, in their discussions with children, such as during imaginary play and snack time, staff are not fully effective in implementing this focus. For example, they do not consider how to make the best use of questioning to give children broader opportunities to use new vocabulary and extend their ideas.
- Staff provide plenty of opportunities for children to develop their early writing skills. For example, children enjoy engaging in mark-making activities, using pencils as they pretend to write letters. Staff support children to develop their smaller hand muscles as they practise making their own play dough.
- Staff help children to develop their independence skills. For example, at snack time, children practise their fine motor skills as they use knives safely to cut vegetables. They show high levels of concentration as they use knives with control. However, due to the organisation of snack time, younger children spend longer periods waiting for support from staff. This means that they do not

benefit equally from opportunities to practise these new skills.

- The special educational needs coordinator (SENCo) works very closely with parents to ensure children receive the support they need. She completes referrals in a timely manner and has developed good partnerships with external agencies, such as early help. This helps to meet the ongoing needs of children with special educational needs and/or disabilities (SEND), helping them to make good progress in their development.
- Parents are thankful for the support they receive and speak highly of the staff and leaders. They comment on the 'wonderful care' and the 'dedicated team'. Parents feel as though their children have made 'exceptional progress' since attending the setting. Staff regularly invite parents into the setting to learn how to further support their children at home. Staff also offer home visits to maintain their good relationships with parents.
- Managers and leaders are highly knowledgeable. They recognise when specific areas require improvement and work closely with the staff team to identify ways to enhance children's learning. For example, they have recently made changes in the environment, enhancing the space available to children to accommodate their interests. As a result, staff work well together and feel well supported by the management team.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have sound safeguarding knowledge. They are aware of the potential signs and symptoms of abuse, including neglect. Staff have procedures in place for reporting any concerns regarding a child's safety and welfare. They know who to contact if they felt a child was at risk of harm. The manager has robust recruitment procedures to ensure suitability checks are completed. She knows who to contact if an allegation was made against a member of staff. Risk assessments are in place, which staff follow to protect children from harm. For example, staff follow procedures on outings to keep children safe and also teach them how 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:**

- use questioning more effectively to help extend children's communication, language and vocabulary
- review the organisation of daily routines to reduce waiting times and ensure younger children are consistently engaged in learning.

## Setting details

<b>Unique reference number</b>	EY469819
<b>Local authority</b>	Medway
<b>Inspection number</b>	10286093
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	K.W. Nursery Ltd. (King William Nursery)
<b>Registered person unique reference number</b>	RP908608
<b>Telephone number</b>	0776926167
<b>Date of previous inspection</b>	31 October 2017

## Information about this early years setting

K. W. Nursery Ltd. (King William Nursery) registered in 2013 and is located in Gillingham, Kent. The nursery is open from 9am to 3pm on Monday to Wednesday and from 9am to midday on Thursday and Friday, term time only. The nursery employs seven members of staff. Of these, four hold qualifications at level 3 and above. The nursery receives funding to provide free early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Jasmine Nelson

## 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 deputy manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate 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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