

# Inspection of Kensal Green Under Fives

130 Mortimer Road, London NW10 5SN

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Inspection date: 22 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled at the nursery. They form strong bonds with the nurturing and dedicated staff and show that they feel safe, secure and ready to learn. Children are keen to explore their surroundings and are motivated by the activities. For example, children suggest cutting out their paintings once they have finished. Children show immense joy at being outside, in the newly developed garden. They demonstrate strong physical skills as they run, jump and climb up the steps and in between trees. They confidently tell the inspector that 'slugs and leaves live in the compost box', demonstrating their strong understanding of the natural world around them.

Children behave well. They are welcoming and confident. For example, when the inspector arrives, children bring over the toy piano and ask what song she would like them to sing to her. They are curious about her laptop and happily explain what activities will be happening throughout the day.

Community is at the heart of this nursery. Children enjoy trips to the local library and visit the local respite and community centre. This supports them to learn about the wider world around them. Parents and staff describe the nursery as 'family'. Respect, kindness and friendship are what underpins the curriculum, in which all children feel included and develop a true sense of self.

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

- The manager works tirelessly to support children, staff and families. She is passionate about creating an inclusive environment for all. She ensures that she involves staff, parents and other professionals in creating the curriculum, so that all children make good progress. Developing staff's professional development is a priority for the manager, and she arranges training based on what children need. This builds on staff member's strengths and supports building confidence in this skilled workforce.
- The environment, both inside and outside, is well planned and stimulating. Staff plan activities based on children's interests and what they need to learn next. Focused activities are linked to previous learning. For example, children enjoy painting pictures of the tomato plants they have grown. However, on occasion, staff do not fully explain to all the children what the activity is and what is expected of them. This means some children do not fully understand what they should be doing.
- Children are strong communicators. Staff show genuine enthusiasm when having conversations with them. They extend younger children's vocabulary by describing the fruits they are eating at snack time as 'juicy' and 'crunchy'. Songs and music play a big part at the nursery. Children show true joy as they shake

their musical instruments and sings songs together as a group. External music teachers have spent time in the nursery, providing staff with greater knowledge about the impact of music on children's learning.

- Parents are extremely complimentary of the nursery. They value how staff make all children feel welcome and included. They comment how happy they are that children's individuality is supported and celebrated. Parents receive regular, in-depth updates about their child's day and receive advice on how to continue to support learning at home.
- Children are incredibly polite. For example, when asking the inspector for some help taking off a lid, they used 'please' and 'thank you' without prompt. Staff have high expectations for all children. Children learn how to respect their peers and how to behave. However, staff do not always explain to children about the consequences of their behaviour or why certain actions are not allowed. This means children do not always understand why they need to behave in certain ways or why things could be hazardous.
- Children learn about good health practices. They wash their hands after outdoor play and before mealtimes. At mealtimes, they enjoy looking at their place mats, which shows them what foods are healthy and helps to develop a strong understanding of what foods are good for us. For example, they happily discuss all the healthy foods the 'Hungry Caterpillar' ate.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of their role and responsibility to protect children from harm. They know how to recognise the signs and symptoms of abuse and extremist behaviour. Staff understand the procedure for reporting any concerns and are confident to contact other professionals as needed. They regularly complete safeguarding training and give high priority to ensuring children are safe. The provider has rigorous recruitment procedures in place to help ensure staff are suitable to work with children. A robust induction procedure enables new staff to fully understand their safeguarding responsibilities.

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

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

- review how some focused activities are organised, so that all children have the opportunity to be given instructions and are clear about what is expected of them
- strengthen how staff ensure that all children know and understand why rules for their behaviour are in place.

## Setting details

<b>Unique reference number</b>	137814
<b>Local authority</b>	Brent
<b>Inspection number</b>	10279895
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Kensal Green Under Fives Group Committee
<b>Registered person unique reference number</b>	RP904682
<b>Telephone number</b>	02089686095
<b>Date of previous inspection</b>	12 September 2017

## Information about this early years setting

Kensal Green Under Fives registered in 1992. It is situated in Kensal Green, in the London Borough of Brent. The nursery is open each weekday, from 8am to 6pm, for 48 weeks of the year. It provides funded early education for children aged two, three and four years. There are seven members of staff. Of these, one has early years professional status and five hold appropriate qualifications ranging from level 2 to 3.

## Information about this inspection

### Inspector

Laura Rathbone

## 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 manager and has taken that into account in their evaluation of the nursery.
- 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, indoors and outdoors. She discussed children's progress with staff.
- The manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability and staff records.
- The inspector spoke to parents during the inspection.

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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