

Inspection of Kindred Durrington

School Road, Durrington, SALISBURY SP4 8HJ

Inspection date: 10 July 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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 arrive happy and keen to attend. Babies benefit from a calm and nurturing environment in which they form close attachments with staff. Toddlers and pre-school children move freely between the play areas, leading their own exploration and playing with friends. Key persons support the children well as they progress through the nursery playrooms to help them feel settled and secure. Children develop good social skills. They learn how to share, take turns and work together. Staff help children to manage changes in their lives, for example by providing activities for them to wash and care for the dolls when they have a new baby in the family.

Children enjoy a good range of learning experiences that support their interests and developmental needs. Children who prefer to play outside benefit from continuous outdoor play time if they choose. This helps to keep the more active children happy and engaged in their learning. Staff also provide peaceful spaces for children to play quietly when needed. Babies enjoy sensory play, songs, stories and opportunities to develop their physical skills. Older children use their imaginations well, such as constructing large models and making pretend meals in the play kitchens. Staff respect children's ideas and choices, which they support to build further on their play, such as when children ask to build a den.

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

- Staff deliver a curriculum designed to build on children's learning as they develop, with a focus on child-led play and outdoor learning. They know the children well and are clear about what they intend them to learn next. Children enjoy many 'loose parts' and construction activities to encourage them to overcome problems, work together with others and develop their physical skills and imaginations.
- Staff interact in children's play with interest and enthusiasm. They encourage children to join in and ask questions to support their thinking and language skills. Staff provide some challenges to build further on what children already know and can do. For example, children take part in practical experiments to learn about weight, to problem-solve and to count. However, staff do not all consistently provide older children with additional challenges when they find questions too easy. At times when the activities are busy, some quieter children miss out on challenges when the more confident children take the lead.
- Children develop healthy lifestyles. They enjoy healthy meals and learn good handwashing routines. Staff help children to build their physical abilities and confidence well. For example, children learn to take safe risks as they climb and balance on obstacle courses with staff encouragement. Children take pride in their achievements and thrill in practising their new skills.

- Staff are good role models for children. They are caring, show children respect and help them to develop positive attitudes. They have expectations of children's behaviour, but on occasions, some staff do not help older children to learn these. For example, a small group of very active children run excitedly around the pre-school room without being guided consistently on the possible consequences.
- Children learn the skills they need to prepare them for starting school. From a young age, they learn to manage tasks independently, such as serving themselves at mealtimes and changing their clothes, and they learn new words to extend their vocabulary. Staff work effectively with local schools to ensure they help children to feel ready and confident when they start school.
- Partnerships with parents are good. Key persons keep parents informed about their child's well-being, care and progress. Parents provide positive feedback about the care their children receive and the good progress they make. Staff work with parents and other professionals to help support children with additional needs.
- The management team monitors the quality of the provision effectively to ensure requirements are met and to make ongoing improvements. The team values staff well-being and provides opportunities for staff to seek any support they need for their emotional well-being and good health. Staff benefit from development opportunities to increase their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding roles and responsibilities. This includes the risks to children and the procedures to follow in the event of any concerns about a child's welfare. They know how to report concerns about the actions of other staff. Staff attend training regularly to help them keep up to date with safeguarding issues and procedures. The management team follows robust vetting procedures and an induction programme to ensure staff are suitable to work with children. All staff are involved in ensuring the premises and equipment remain clean, safe and secure to protect children from harm.

What does the setting need to do to improve?

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

- develop staff interactions to provide children with more challenge in their play to build even further on their learning
- provide older children with more consistent guidance on what is expected of them when they run indoors.

Setting details

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| Unique reference number | EY460589 |
| Local authority | Wiltshire |
| Inspection number | 10302152 |
| 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 4 |
| Total number of places | 52 |
| Number of children on roll | 78 |
| Name of registered person | Kindred Education (Wiltshire) Limited |
| Registered person unique reference number | RP902927 |
| Telephone number | 01980655228 |
| Date of previous inspection | 13 April 2022 |

Information about this early years setting

Kindred Durrington registered in 2013. The nursery operates from Durrington, Wiltshire. It opens each weekday, from 7.30am to 6pm, all year round. The nursery receives funding to provide free early years education for children aged two, three and four years. The nursery employs 17 staff to work with children. Of these, nine staff hold appropriate qualifications at levels 2 to 6 and two staff are working towards qualifications at levels 2 and 3. The nursery also employs a full-time chef.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager and the area manager completed a learning walk around the premises with the inspector and explained how the premises are used to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of the staffs' interactions with the children. She discussed the effectiveness of an activity with the manager.
- The inspector sampled the documentation and discussed the manager's knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' 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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