

# Inspection of King David Nursery/Pre-School (Elm Road)

Slade Green Christian Fellowship Church, Elm Road, ERITH, Kent DA8 2NW

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Inspection date: 17 October 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 arrive eager and ready to start their sessions. New children learn the routines and settle in extremely quickly, ready to start their learning and have fun. Children are developing their own self-help skills. They are learning how to dress themselves for play in the garden. Staff teach children early literacy skills. Children enjoy self-registering after circle time, learning to match their photo and names to the board.

Staff are fully aware of children's backgrounds and use this to plan activities effectively to meet their individual needs. Children thoroughly enjoy exploring the outside play spaces, promoting their physical development. They learn how to use the slides and move their bodies in different ways. They all work together during games of hide and seek to search for friends and take turns to be 'it'. Children behave well.

Leaders have improved partnerships with parents. Parents are informed daily of children's progress and next steps of development. They share with staff information from home, helping staff to plan to meet children's individual development needs. This helps to provide good continuity of care to children.

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

- Leaders have a strong vision for the nursery. Leaders and staff work together to provide good-quality care and learning for children. Staff attend regular training to help them to support children's needs. Recent training has helped staff to support children who bite. Staff work with parents to reduce this behaviour. This helps to provide good continuity of care for children.
- Staff have not yet adapted activities to support younger children. Mathematical activities are suitable for the most-able children who have recently left to attend school.
- Staff do not evaluate larger-group activities with the children. For example, during circle time, younger children become restless due to the time spent listening to stories and songs. This impacts on other children around them, who lose their focus to learn and play.
- Children thoroughly enjoy learning about different topics. They are currently learning about Black History Month. Children excitedly make their own passports, learning how to use scissors and 'writing' their details in the passport. This helps to support children's early mark-making skills.
- Staff teach children about different flags and the countries they represent. Children watch videos about these countries and learn more about the wider world in which they live.
- Staff are consistent in their approach to behaviour management. They teach

children the importance of sharing and turn taking. Children learn the importance of respecting each other and their work. Children behave well.

- Staff feel valued and respected. They feel that leaders listen to their needs and support their ongoing professional development.
- Children learn about their own health and well-being. Staff teach them the importance of handwashing and the reasoning behind this. Children also learn the effects of healthy eating. Staff sit and talk with children during mealtimes about what they are having. Staff work with parents to ensure that packed lunches are suitable and nutritious for children.
- During smaller-focus activities, staff support children's individual needs well. They tailor discussions so that children are able to understand what staff are asking them to do. This helps to support children's language development.
- Children are making good progress given their starting points. Staff review baseline assessments so they can see children's starting points and next steps in learning. They effectively use these to plan activities to progress children's learning further.
- Leaders and staff are fully aware of the impact that the COVID-19 pandemic has had on children's learning and development. They ensure that children's language development is nurtured, and work with other agencies if children require extra support. This helps to support children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of safeguarding and how to keep children safe. They understand the signs and symptoms of child abuse. Staff are fully aware of the local area and what safeguarding concerns they need to be alert to. Staff know the reporting procedures and what agencies to report their concerns to. Leaders work closely with other agencies to report any concerns and share the progress that children are making. Staff carry out daily safety checks, especially to ensure that outside play areas are safe for children to play in. This all helps to keep children safe from harm and neglect.

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

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

- support staff with how to appropriately teach early mathematics to younger children
- review large-group activities, especially when new and younger children start, to ensure that they meet their individual needs.

## Setting details

<b>Unique reference number</b>	EY475593
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10304991
<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 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	King David Nurseries Limited
<b>Registered person unique reference number</b>	RP900972
<b>Telephone number</b>	07943807398
<b>Date of previous inspection</b>	7 February 2018

## Information about this early years setting

King David Nursery/Pre-School (Elm Road) registered in 2014. It is one of two provisions operated by King David Nurseries Limited, in Kent. The nursery employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday from 8.30am until 2.30pm, during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Hurst

## 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 inspector completed a learning walk with a member of staff and the manager. They discussed their curriculum and how they are supporting children's learning and development.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors and outside, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the staff's suitability.
- The inspector reviewed feedback from parents.

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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