

# Inspection of Kinver Garden Day Nursery

1D, Stone Lane, Kinver, Stourbridge DY7 6EQ

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Inspection date: 12 December 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is outstanding**

Children are warmly welcomed into this friendly, family orientated environment. Staff greet them with enthusiasm as they arrive, and share detailed hand over sessions with parents. As a result, children settle very quickly and are eager to start their day. All children, including those with special educational needs and/or disabilities (SEND) make rapid progress in their learning and development. Staff provide an extensive range of exciting and stimulating activities that captivate children's curiosity and inspire them to learn. For example, children are enthralled as they make reindeer food and add 'magic glitter' to it to help the reindeers fly. Staff organise the environment and activities successfully to provide children with purposeful learning experiences. They organise group times based on children's level of development and individual learning needs. Staff tailor the activities so that every child is able to participate fully and be totally involved. As a result, children are highly motivated and eager learners.

Children's behaviour is exemplary. Staff talk to children about the 'golden rules'. Children know that they don't hit and kick because this would make other people feel sad. They say that they need to be kind because caring is sharing. Staff reinforce positive behaviour at all times. As a result, children are kind, considerate and respectful towards others.

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

- The nursery benefits from an inspirational, enthusiastic, and dedicated leadership and management team who strive to provide children with the very best start in life. They continually monitor the quality of the provision and support staff to reach their full potential. Staff have many opportunities to continue with their own professional development, and managers recognise and work to staff's individual strengths. Staff's well-being is given the utmost priority. Initiatives, such as employee of the month and the year, motivate staff and help them to feel valued.
- Managers work closely with other professionals, schools and outside agencies to ensure all children and their families receive any additional support they may need. The provider, who is also one of the managers, works closely with the local school. They have regular meetings to talk about the schools expectations for when children transition. They have introduced 'teacher swop' days so that staff can observe teaching in the school and school staff observe teaching in the nursery. This helps to ensure that there is consistency, such as in the way pre-school children learn phonics.
- Staff are highly attuned to children's emotions and recognise if they struggle to self-regulate. They introduce emotion monsters into activities to encourage children to talk about how they are feeling. Staff have also created cosy 'snugs'

where children can reflect and have quiet time if they choose to do so.

- Children's communication and language development is fostered continually throughout the day. They involve children in back-and-forth conversations, ask questions, and patiently wait for children to consider their answers and respond. Pre-school children take part in a sound lotto. They listen intently to different sounds, such as an alarm clock, a whistle and a thunderstorm and wait patiently until they hear the sound that matches their picture. There is lots of excitement as children wave their pictures in the air and clap when it matches the sound.
- Children recognise their own name and can clap and count how many syllables their name has. Staff make learning fun. They pretend to say the wrong number and children excitedly shout out the correct number amid much laughter. Staff inspire children to develop a love of books and stories. Children are captivated as they listen to stories that are read with intonation and expression.
- Staff use every opportunity to continually extend and enhance children's learning experiences. Children learn to count in everyday situations. Pre-school staff skilfully introduce simple addition as they demonstrate how the number seven can be made by holding up different sequences of fingers, such as one and six, and three and four. Younger children count as they scoop reindeer food into envelopes and baubles out of the water tray.
- Staff are highly successful in meeting the needs of children with SEND. These children receive the utmost support to enable them to be included in activities and make the very best progress they are capable of. Staff swiftly recognise gaps in children's learning and introduce activities and additional support to ensure these gaps close swiftly.
- Children relish the time they spend outdoors in the forest school area. They build dens, whittle sticks and cook on the fire. The nursery is part of the local community and children regularly visit the local library, shops and parks. Staff teach children about the wider world and differences between themselves and others. This helps children to value and respect other cultures and celebrations.
- Parents cannot speak highly enough about the nursery. They are unreservedly thrilled with the communication they receive, both verbally and via the online app. They are exceptionally pleased with the way that staff support children to move between settings and rooms. They also say that they cannot believe the progression their children make and the things that they learn.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding children is given top priority in this nursery. Leaders and staff are highly attuned to children's individual needs and signs that may indicate that a child is being abused. They attend safeguarding training, and the manager asks questions and introduces quizzes to test that staff's knowledge is always up to date. Children learn to keep themselves safe. Staff teach them to cross the road safely when on outings and to abide by the forest school rules, such as being careful around the fire.

## Setting details

<b>Unique reference number</b>	2642880
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10295755
<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>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Kinver Garden Day Nursery Limited
<b>Registered person unique reference number</b>	RP532812
<b>Telephone number</b>	01384877807
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kinver Garden Day Nursery registered in 2021. A team of 11 staff care for the children. Of these, 10 hold early years qualifications at level 3 and level 2 and one is an apprentice. The setting is open Monday to Friday from 7.30am to 6pm, all year round, except for public holidays and one week over the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

## 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 viewed the provision and discussed the safety and suitability of the premises.
- The provider, who is also one of the managers, and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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