

# Inspection of Fenton Kindergarten

307 City Road, Stoke-on-trent ST4 2QA

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Inspection date: 13 May 2024

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children enjoy their time at the nursery. Almost all children enter the setting with huge smiles as they leave their parents at the door. On the rare occasion when children are slightly unsettled, staff give them cuddles and time before they take them into their nursery room. This works well and helps children to settle quickly. The curriculum is rich and covers all areas of learning. Staff plan an array of meaningful learning experiences for the children. Babies enjoy sensory activities, such as yoghurt play. They use their hands and objects to make a range of marks. Staff support children to build on their critical skills. For instance, older children make predictions as they guess how far the marble will roll down the ramp. All children make good progress in their learning.

Children explain that they like to play with the blocks. They use their imagination as they pretend to be builders. Staff provide the children with a range of plastic tools, such as hammers, saws, screwdrivers and rulers. Children have fun as they begin to measure, bang and cut the blocks. Staff talk to the children about how they should use the tools safely to prevent harm to themselves and others. However, there are occasions when children display undesired behaviours. Although staff tell the children 'no' and remind them of the rules, they do not speak to the children about their actions. Consequently, some behaviours are repeated.

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

- Leaders are knowledgeable and passionate about their roles. They use their own monitoring tools to help identify ways the nursery can improve over time. Leaders use their knowledge of child development to help develop an ambitious curriculum for all children. Staff demonstrate secure knowledge of the curriculum in place for the different ages and/or stages of child development.
- Staff provide children with a range of new experiences, based on their interests. This helps children to become curious learners. However, at times, staff do not think carefully enough about how they can provide children with enough challenge as they access activities.
- Staff complete a range of assessments and observations to identify what children already know and where they require more support. Staff use these to help develop next steps for the children to achieve. Where concerns are raised about a child's development, staff work well in partnership with parents and other professionals to help ensure these children receive early intervention.
- Leaders use a screening tool to identify early gaps in children's language development. Staff who work with babies often copy the sounds that they make. They speak clearly to the children, providing the names of the objects they are exploring. Staff who work with older children provide them with new words to help build on their vocabulary.

- Staff use distraction as a way to help manage children's behaviour. However, they do not talk to the children about their actions or how these affect others. This does not fully support children to understand right from wrong.
- Leaders place focus on children's physical development. Babies are given lots of opportunities to reach out and grasp for objects. They also have plenty of space to move around their environment. Older children are given lots of opportunities to build on the strength in their hands and fingers as they make marks or pretend to put out fires using spray cans.
- Staff speak highly about the support they receive from leaders. They have regular review meetings with leaders to reflect on their practice and to discuss any support needed or concerns they may have. However, the training on offer to staff is not focused sharply enough on their individual needs to enhance the quality of teaching that children receive.
- Parents speak highly about the nursery. They describe staff as 'caring' and 'kind' towards their child. Staff regularly gather and share information with parents. They keep them informed about their child's day and development. This helps parents to understand how they can support their child's learning at home.
- Staff share key information about the children's dietary needs with each other. The chef uses this information to provide the children with a range of meals that are balanced and catered to their specific dietary requirements. Staff work well alongside parents to offer alternative meals for children, where required.
- Recruitment procedures check staff's suitability to work with children. Leaders take effective steps to ensure they maintain the correct ratio and staffing qualification requirements. There are effective systems in place for when staff are required to work alone. Leaders share key policies with staff, including their no smoking policy.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- provide further challenge for children as they access activities, with an aim to support all children to make the most progress they are capable of
- support staff to manage children's behaviour more effectively in order to help children understand right from wrong and how their actions affect others
- focus professional development opportunities more sharply on the individual needs of staff to help raise the quality of teaching that children receive to the highest possible level.

## Setting details

<b>Unique reference number</b>	2758312
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10346081
<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>	0 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	The Kindergarten Group Limited
<b>Registered person unique reference number</b>	RP532723
<b>Telephone number</b>	01782 849616
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Fenton Kindergarten registered in 2023 and is located in Stoke-on-Trent. The nursery employs nine members of childcare staff. Of these, seven hold an appropriate early years qualification at level 2 or above. The nursery opens Monday to Friday, from 7.30am until 5.30pm, all year round, except for one week in August, one week at Christmas and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Chinyuku

## 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 nursery and discussed the safety and suitability of the premises.
- The manager and director of learning joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, parents and staff 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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