

Inspection of The Kinsbourne Common Nursery And Pre-School

9th Harpenden Scout Hut, Luton Road, Harpenden, Hertfordshire AL5 3QE

Inspection date: 29 November 2022

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

What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle quickly. They are greeted by warm, friendly staff who welcome them in. They eagerly find their names and post them through the letterbox as they arrive. Children have affectionate attachments with staff. They seek comfort and reassurance when they need it. This helps children to feel safe and secure.

Children become engaged as they explore appealing resources based on their interests. They make choices in their play. For example, children immerse themselves in pretending to cook as they mix things in saucepans and wash up. They are curious as they explore foam on a table and watch the marks they make with their fingers.

Children have plenty of opportunity to be physically active. They understand the importance of healthy lifestyles. They ride tricycles up and down in the outside area and have regular walks in the woods. Children thoroughly enjoy expressing themselves as they move their bodies to music. They jump, pretending to be like monkeys, and learn how to cool their bodies down, taking deep breaths as they lie down. Children behave well. They use good manners and are supported to share toys with their peers. They develop good friendships with each other. Children's self-esteem is nurtured with consistent praise from staff.

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

- The manager and staff team provide an ambitious and well-planned curriculum that promotes all areas of learning. Staff know the children well and what they need to do next to develop. Activities are considered and coherently planned to build on children's skills. For example, staff have received training to deliver activities to encourage children's attention. Children explore exciting toys from a bucket, such as bubbles and a jack-in-the-box. The activity captivates children and helps to develop their listening and attention skills.
- Children enjoy being creative with a wide range of activities, such as dough, art and craft activities and dressing-up clothes. However, at times, during planned activities, staff do not provide opportunities for children to follow their own creative ideas. Staff lead children, prompting them with where to stick materials and completing the tasks for them. This leads to children not being able to fully express themselves creatively.
- Staff support children's communication and language skills at every opportunity. They speak clearly and model good language. They regularly use signing to help embed children's understanding. Children thoroughly enjoy singing a wide range of songs and become familiar with Christmas carols as they practise 'Jingle Bells' for their carol service.

- Staff teach and support children's early understanding of mathematics effectively. Children learn about volume as they pour water into different containers. They learn to count to 10 as they use an abacus. This helps children to be prepared as they move to the next stage of their learning.
- The manager works tirelessly to ensure that children with special educational needs and/or disabilities (SEND) are well supported. She develops close working relationships with external professionals. Funding is sharply focused to meet the needs of children with SEND and their families. This helps children to make the best possible progress from their starting points.
- Older children develop well in their independence and self-care skills. They confidently pour their own drinks and learn how to put their coats and shoes on. However, occasionally, younger children are not always given the same opportunities to practise these skills.
- Partnerships with parents are strong. They are happy with the in-depth communication they receive from the manager and their child's key person. Parents are kept updated with their children's progress and development via an online system and daily handovers. They comment that their children are happy and settled at the setting.
- The manager has a good understanding of how to support staff. Regular supervision sessions, various training and meetings ensure that staff can build on their professional development. Staff comment that they feel well supported and happy to be part of a warm, friendly team.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff keep their safeguarding knowledge up to date with regular training. Staff are confident in recognising the signs and symptoms of potential abuse and neglect. They are clear on how to report concerns should they need to. Regular risk assessments are carried out to ensure that hazards are minimised. Effective deployment of staff makes sure children are supervised and kept safe at all times. The manager has robust recruitment procedures in place and completes thorough checks to ensure the ongoing suitability of adults that work with children.

What does the setting need to do to improve?

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

- enhance opportunities for children to fully explore their own creative ideas, particularly during planned activities
- strengthen the opportunities for younger children to develop their independence and self-help skills even further.

Setting details

Unique reference number	2603961
Local authority	Hertfordshire
Inspection number	10251635
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	30
Number of children on roll	29
Name of registered person	Campbell, Deborah
Registered person unique reference number	2603960
Telephone number	07956463128
Date of previous inspection	Not applicable

Information about this early years setting

The Kinsbourne Common Nursery And Pre-School re-registered in 2020. It employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens on a Tuesday, and the session runs from 8.30am until 3.30pm, term time only. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

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 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 inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff files and safeguarding documents.
- The inspector spoke to parents during the inspection to take account of their 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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