

Inspection of Kinder Park Nursery Services Limited

213 - 215 Warwick Road, CARLISLE CA1 1LJ

Inspection date:

13 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff place children at the very heart of what they do. The family orientated key-person system contributes towards staff's heightened knowledge of each child and their family. Special video messages sent to children by their key person during any closure periods have helped to preserve the exceptional bonds between children and staff. Children are extremely safe, happy and settled. They enjoy every minute of their time at this wonderful nursery.

Leaders and staff are inspirational. They draw upon their expert knowledge of different theoretical approaches to create their own unique curriculum that has children's best interests at heart. Babies listen to stories with increasing attention. They develop understanding of positional language when playing with vehicles in the sand. Younger children follow instructions precisely during games, such as 'stop and start'. They quickly express their ideas when reading books about food. Older children use language associated with addition and subtraction when making dough. They confidently recall numbers one, two and three in Italian. Children with special educational needs and/or disabilities (SEND) are imaginative. They pretend to be characters, such as 'Sonic', when whizzing between the inspiring play spaces.

Children's behaviour is impeccable. Babies are increasingly patient when waiting for their wholesome lunch to arrive. Younger children clear away their plates after snack without prompting. Older children use equipment safely. For instance, when holding onto the handles of the trapeze swing, they first check that all children are out of the way, before lifting up their feet and swinging freely.

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

- The highly qualified staff provide outstanding learning opportunities that support every child to reach their full potential. Staff expertly intervene to move play on. For example, in response to children mastering the ability to walk along planks safely, staff urge children to wheel cars down a ramp onto the back of a truck. Children apply their expertise in mathematics to assess factors, such as speed and distance. They show great resilience when perfecting this new skill.
- Leaders and staff are a true credit to one another. They work together seamlessly to drive improvement. The redevelopment of the baby room has been designed and created with babies' specific needs in mind. This is swiftly boosting their communication and social skills. The influential design and staff's superior practice is actively disseminated to practitioners from other settings.
- The thoughtful staff empower children to contribute towards environmental sustainability. Children show care and concern for the world in which they live. They are very eager to look up facts about endangered species and how they can protect them. Children actively take part in tasks, such as recycling. They

learn how this contributes towards a reduction in landfill, lowers emissions linked to climate change and helps to preserve animals' habitats.

- Staff focus intently on supporting children's communication and language skills. They introduce new language persistently and place photographs of children's pets around the rooms to spark conversation. Babies use gestures and talk to communicate their preferences. Older children engage in two-way conversations. They recall more-complex language, such as 'graduation', when reflecting on their most recent experiences. Children are extremely eloquent communicators.
- Leaders and staff strategically connect with local initiatives, to increase children's participation in physical activity and sports. They provide rich and inspiring activities, such as tennis coaching and personal training sessions, to support children to engage in regular exercise. This is highly successful in supporting children to maintain healthy and active lifestyles.
- Partnerships with parents are superb. Staff ensure that parents are involved in every aspect of their children's care and learning. They go over and above to secure early help and support for children with SEND. Parents say that, 'staff inspire children to gain unique skills and talents that influence their life-long learning'. They add that 'staff create fabulous memories for all children'.
- Staff are fully aware that children have had much less opportunity to socialise during the pandemic. They take children to places, such as the castle and museum, to re-engage them in the community. This is having a positive impact on children's social skills and is contributing towards their heightened knowledge of local history and heritage.
- Staff use highly effective strategies to gain the attention of children. They recognise when children struggle to regulate their behaviour and take intelligent action to address this. Outstanding consideration is given to the use of funding and this supports children to catch up. For example, the emotion coaching training has assisted staff to create a captivating emotions station. This is supporting children, particularly those with SEND, to identify and manage their emotions and to show increasing levels of empathy for their friends.

Safeguarding

The arrangements for safeguarding are effective.

Leaders recruit staff safely. New staff are provided with a supportive mentor and offered unique opportunities to broaden their experiences. Staff benefit from personalised supervision, coaching and training. They take on more responsible roles with confidence and competence. Staff are expertly supported by a number of experienced safeguarding leads. They undergo extensive training and have a wealth of safeguarding information to hand. All staff have a superb understanding of the procedures they need to take to protect children's welfare, including in relation to any existing injuries that children may present with. Staff have an excellent understanding of children's backgrounds. They work together with other agencies to keep children safe. Intricate care plans are in place for children with complex medical needs. These are highly successful in meeting children's needs.

Setting details

Unique reference number	EY485777
Local authority	Cumbria
Inspection number	10207302
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	50
Number of children on roll	114
Name of registered person	Kinder Park Nursery Services Limited
Registered person unique reference number	RP901882
Telephone number	01228 533 125
Date of previous inspection	9 August 2016

Information about this early years setting

Kinder Park Nursery Services Limited registered in 2015. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at levels 3, 4 and 5. The nursery operates Monday to Friday, from 8am to 5.30pm, all year round, with the exception of bank holidays and two weeks over the Christmas and New Year period. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

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 her evaluation of the nursery.
- The provider led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- Two planned activities were jointly evaluated by the inspector and one of the senior leaders.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the provider and senior leaders to discuss aspects of leadership and management.
- A sample of documents were viewed by the inspector. These included, evidence of the suitability of staff, a record of staff qualifications and training and some of the policies and procedures.
- The inspector took account of the views from a large number of 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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