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| Inspection date | 17 July 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff offer children a range of health snacks and meals. Children are offered food at regular intervals during the day. Fruit and water are available all the time for children to access themselves, promoting their independence.
- Staff share information with parents daily about their children's learning. Parents access more detailed information about their children's achievements on the electronic system that staff use to observe and monitor children's learning. This helps them to know children's levels of learning and how they can continue to promote their children's good progress at home.
- Staff support children who speak English as an additional language very well. For example, they gather key words and phrases from parents in their home language. Staff use these to communicate with children. They use simple words for children to copy, helping them to develop their understanding of English.
- Staff visit most children in their home prior to starting at the nursery. Staff offer taster sessions for children to become familiar with the nursery environment and staff. This helps children to settle well when they first start, promoting their emotional well-being.

It is not yet outstanding because:

- Staff do not consistently gather enough information from parents when children first start about their children's prior abilities and learning.

What the setting needs to do to improve further

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

- gather more information about children's prior abilities on entry, to help staff to plan more precisely for their learning from the outset.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery director.
- The inspector held a meeting with the nursery director. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend child protection training, which helps them to keep their knowledge up to date. They know the signs of abuse and where to report any concerns about children's welfare or safety. Staff promote the safe use of mobile phones. They encourage parents to help promote children's safety. For example, the manager provides safety notices in parents' home languages, to help them to keep children safe when they arrive. The manager and director support staff well through supervision and appraisal meetings. Staff reflect on their own practice and extend their professional development. For example, they attend training that helps them to manage children's behaviour. Self-evaluation is effective. The manager monitors the progress made by all children. She makes changes to how toys and resources are presented to children, giving them more space to promote active learning. Parents comment positively about staff. They say that their children want to stay at the nursery instead of moving on to school.

Quality of teaching, learning and assessment is good

Staff display consistently good teaching and know children well. They find out about children's ongoing interests and incorporate these in the activities they offer. Staff provide children with opportunities to make dough. They encourage children to share and take turns. Staff maintain children's attention by singing songs with them about how they will mix the ingredients. This helps children to maintain their concentration and listening skills. Staff use words to describe the texture of the dough, such as 'sticky'. This helps children to extend their vocabulary. Staff talk to children about the differences they see in the environment. For example, when children find two pens that are 'blue', staff explain that one is 'lighter' and one is 'darker'.

Personal development, behaviour and welfare are good

Children behave well. Staff give them plenty of praise and encouragement. This helps to raise children's self-esteem. Children confidently talk to staff about their needs and wishes, demonstrating good social skills. Staff talk to children about how they can keep themselves safe in hot weather. For example, they explain the importance of wearing sun cream, a hat and sun glasses. Staff allow younger children to develop their physical skills and to manage risks. For example, they let children climb the steps in the nursery on their own, staying close by to support if necessary. Children help staff to grow cucumbers, tomatoes and strawberries in the garden. This provides opportunities for children to learn about how food is grown.

Outcomes for children are good

Children make good progress in their learning. Older children explore the texture of paint on their fingers and hands. They develop their early writing skills when they use pencils to write letters of the alphabet. Children recognise that 'snail' begins with the same sound as 'sun cream'. This shows their developing literacy skills. Children learn key skills for their eventual move on to school.

Setting details

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| Unique reference number | EY501751 |
| Local authority | Kingston upon Hull |
| Inspection number | 1141011 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 9 |
| Total number of places | 45 |
| Number of children on roll | 25 |
| Name of registered person | Kingston Nursery Limited |
| Registered person unique reference number | RP911039 |
| Date of previous inspection | Not applicable |
| Telephone number | 01482 449611 |

Kingston Nursery registered in 2016. The nursery employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds a qualification at level 5 and three hold qualifications at level 3. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It provides breakfast and after-school care for older children.

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Manchester
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