

Inspection of Radnor Park Kindergarten

5-6 Westbourne Gardens, Folkestone, Kent CT20 2JA

Inspection date: 10 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, engaged and curious learners. They are confident and have a strong sense of belonging in this nursery. Staff support babies with cuddles and reassurance as they smile and snuggle into familiar staff. Older children confidently speak to visitors, demonstrating that they feel safe and secure.

All children benefit from the staff's positive interactions as they play with them. Children are curious and motivated to join the activities staff lead, as well as their self-selected play and exploration. For example, babies are excited to explore cornflour and water as they stir through the mixture using wooden spoons. Young children explore play dough and use their imaginations well, pretending to be cooks, baking cakes for their friends. The older children make ramps in the garden and experiment, considering the differences when rolling different vehicles down.

Children and babies are gaining a love for books and stories. Story times are thoroughly enjoyed by the younger children as they snuggle up with staff to enjoy books together. Older children gain good literacy skills. They have plenty of opportunity to practise their early writing skills in all areas of their environment and confidently recognise their own written names.

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

- There is a clear, well-designed curriculum that allows children and babies to progress across all learning areas. It is designed and planned with all the staff and supports and builds on children's learning in each room, linking to their transition to the next room. There is a focus on enhancing children's exploration and curiosity. Staff identify what the children need to learn next and implement this using the children's interests. However, at times, some staff expectations of what children already know and can do are not high enough. This means they do not consistently pitch effective challenges to help children make even better progress.
- The management team have thought carefully about sequencing the children's learning to effectively support their development, such as independence at meal and snack times. Clear progression is evident throughout the nursery. For example, babies begin to feed themselves and transition from a beaker to a cup. Two-year-old children practise these skills and feed themselves confidently. By the time children move into the pre-school rooms, they serve themselves their meal and can use a knife and fork with good control.
- Overall, children and babies communication and language skills are supported well. Staff sit alongside children and join in with their play. However, on occasion, some staff do not fully extend on younger children's vocabulary. At other times, in their enthusiasm, staff speak too quickly and constantly. This

does not allow children to effectively process the interaction or have the time required to think and respond.

- Staff provide effective support for all children's physical development. Children and babies enjoy healthy meals and have plenty of opportunities to be physically active. This includes daily fresh air and exercise. Older children understand the importance of good hygiene routines and engage in discussions about healthy lifestyles during their play and exploration.
- Children behave well at the setting. Staff support older children's understanding of turn taking. For example, they use timers and gentle reminders of the behavioural expectations. Staff support all children to understand their feelings and manage their emotions. This means that children can express how they feel and understand how their behaviour may impact on others.
- Children with special educational needs and/or disabilities are particularly well supported. They develop close relationships with their key staff, who demonstrate good knowledge of children's circumstances. Staff work closely with parents and other professionals to meet children's specific needs. For example, staff agree teaching strategies with other settings that their key children attend. This enables them to plan activities that complement children's learning.
- Staff share lots of information with parents about their child's learning and development. In addition, parents attend stay-and-play sessions and workshops. These also support children's learning at home.
- The management team are passionate about providing children and families with high-quality care and education. They frequently reflect on practice to specifically identify areas for improvement. Staff are supported well.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of the nursery's safeguarding policy and procedures. They have regular safeguarding training and demonstrate robust knowledge to ensure the safety of children in their care. The staff are aware of how to report concerns about the welfare of children in the nursery. All staff know where to access information on how to report safeguarding concerns that happen outside of the nursery. Staff ensure daily risk assessments are carried out. They also support children to recognise risks and follow the safety procedures to minimise risks. This helps ensure that children are kept safe.

What does the setting need to do to improve?

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

- help staff to recognise when children would benefit from more accurately pitched interactions to reflect higher expectations, fully inline with what children know and can do

- improve staff interaction with younger children and babies to model the use of language, extend vocabulary and support their communication and language skills further.

Setting details

Unique reference number	127478
Local authority	Kent
Inspection number	10276376
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	96
Number of children on roll	120
Name of registered person	Healey, Damien
Registered person unique reference number	RP909580
Telephone number	01303 259226
Date of previous inspection	13 July 2017

Information about this early years setting

Radnor Park Kindergarten registered in 2000 and is located in Folkestone, Kent. It is open each weekday from 8am to 6pm, all year round. The kindergarten provides funded early years education for children aged two, three and four years. There are 32 members of staff working with the children and, of these, 30 hold early years qualifications at level 2 or above.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- Children spoke to the inspector during the inspection. They discussed what they most enjoy doing at nursery.
- 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 viewed written feedback from parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.

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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