

# Radnor Park Kindergarten

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



## Inspection date

13 July 2017

Previous inspection date

19 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 interact positively with children to encourage their involvement and enjoyment of activities. For example, staff join in role play with enthusiasm, making suggestions and asking questions to support children's learning.
- Partnerships with parents and local schools are strong. Children benefit from a consistent approach to their learning and development. They enjoy visits from their teachers and go on to school with self-assurance and confidence.
- The extremely caring staff provide superb support to children's social and emotional development. They listen to children with sensitivity and help them to recognise and understand their feelings and those of others. Children behave exceptionally well.
- The manager and staff form an effective team and work together with enthusiasm. They demonstrate a strong commitment to continuously improving the quality of children's learning experiences. Self-evaluation is ongoing and is successfully used to identify where the provision can be enhanced.
- Children have good opportunities to develop and challenge their physical abilities. They negotiate challenging play equipment well, such as when they use crates to jump off in the garden.

### It is not yet outstanding because:

- The manager has not fully established effective systems to analyse the progress different groups of children make in their learning, to help promote outstanding outcomes for all.
- Occasionally, staff do not extend activities to reinforce children's learning and provide even more challenge.

## What the setting needs to do to improve further

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

- extend activities further to reinforce children's learning and provide even more challenge
- increase the monitoring of the progress of different groups of children to analyse what more can be done to promote outstanding outcomes for all.

### Inspection activities

- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

### Inspector

Charlotte Roberts

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her staff team undertake safeguarding training and demonstrate a secure knowledge of the procedures to follow in the event of a concern about a child's welfare. Regular meetings provide opportunities for staff to discuss ideas and share good practice. The manager and duty manager work closely with their team and are beginning to establish a more defined performance management programme, focusing on ways to further enhance staff's teaching skills. Good links have been established with the local schools and specialist teachers, helping to ensure continuity of learning and care.

### Quality of teaching, learning and assessment is good

Staff consistently provide opportunities for older pre-school children to develop their early reading and writing skills. Planning for pre-school and younger children is linked closely to staff's observations of the achievements of individual children. Overall, activities offer a good level of challenge. Younger children receive consistent support to develop good social, physical and communication skills. The activities that staff provide for these children are consistently relevant to their interests and build successfully on their previous learning. Staff help prepare children effectively for the changes that they may encounter at school. For example, they teach children what to expect as they participate in similar routines, such as lining up for lunch.

### Personal development, behaviour and welfare are good

Children demonstrate that they feel happy, safe and secure in this welcoming kindergarten. Staff are sensitive to children's individual needs when helping them to settle. This helps to foster nurturing relationships. Staff are good role models for children and provide consistent guidance to allow children to manage their behaviour. Children's independence is promoted well from an early age and they follow good hygiene routines. Children show great confidence as they explore the stimulating environment happily and with self-assurance. They develop an understanding of healthy lifestyles and enjoy exercise in the exciting indoor soft-play room and activities in the fresh air in the garden.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their individual starting points. Children learn good skills to support their future learning. Children's physical development is promoted well. For example, staff set up inviting activities outside for the children to run and jump off and take risks. Children build meaningful friendships and develop good social skills. They are confident when they talk to each other and adults within the kindergarten.

## Setting details

<b>Unique reference number</b>	127478
<b>Local authority</b>	Kent
<b>Inspection number</b>	1089355
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	96
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Damien Healey
<b>Registered person unique reference number</b>	RP909580
<b>Date of previous inspection</b>	19 March 2015
<b>Telephone number</b>	01303 259226

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 20 members of staff working with the children and, of these, 17 hold early years qualifications at level 2 or above.

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