

Inspection of Kindred Durrington

School Road, Durrington, SALISBURY SP4 8HJ

Inspection date: 13 April 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and have developed secure attachments with staff in this welcoming nursery. Young babies confidently explore the environment and know that staff are nearby for reassurance when needed. Toddlers sit and chat happily to staff and their friends and are keen to engage in the activities. Older children have conversations with staff and their friends. They talk freely about their interest in dragons and about their families.

The manager has a clear vision for what she wants children to learn and how to develop children's knowledge and skills in the areas of learning. Staff have high expectations of all children. They encourage the youngest children to feed themselves and they check that they are happy with the routines, such as having their nappy changed or their nose wiped. Older children serve their own lunches and get their coats on before going outside. Children are confident to ask for help when needed, developing key skills they need in readiness for school.

Parents report that communication is good in the nursery. They receive detailed information about their children's routines and their development. Parents report that their children have made good progress in their development since attending the nursery. Staff have adapted settling-in sessions to support children to settle and become familiar with staff. This also reassures parents that their children are content before they leave them.

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

- The manager and staff know the children well. They know their abilities, interests and what they need to learn next. Staff form positive attachments with young babies, so they feel secure and ready to develop their skills. Staff help older children solve problems, persevere and become confident and resilient. Staff quickly identify when children may need extra support, and this helps to close gaps in their development.
- The manager has a clear vision for the nursery and for the areas for improvement. She is creating a 'home-from-home' environment across the nursery so that children can use natural, recyclable and authentic home resources that promote their curiosity and imagination. She has created a cosy den for mark making and storytelling. This has improved children's literacy, particularly the boys.
- Children play in a language-rich environment and develop good speech and language skills. Young toddlers babble and staff quickly respond to them, giving them confidence to communicate their needs. Children join in with singing. Staff stop to allow the children to sing the repeated refrains they remember, such as loudly singing 'all day long'. Older children engage in meaningful conversations

with staff, talking about their creations and what they have done previously, to consolidate their learning.

- Staff receive training and support and have clear targets for improving their practice. The manager recognises that, at times, staff need extra support when some children display challenging behaviour, and she is recruiting additional staff. All staff have recently completed behaviour management training and report that this has helped them manage some challenging behaviour. The manager is also creating a strong induction into the 'respectful care' programme to strengthen staff's understanding of the benefits of this for children's development.
- Children learn about the benefits of healthy lifestyles. Meals and snacks are nutritious and freshly prepared. Children have plenty of opportunities to go outside and play in the fresh air. They build obstacles, test their ideas and take managed risks. However, staff have not planned in daily opportunities for children to be physically exuberant, to promote their good health even further.
- Children's behaviour is good overall. Staff help the youngest children learn to share and take turns, for example when waiting for their turn to choose the 'song spoon'. Staff offer children praise and encouragement when they make good choices. This boosts children's self-esteem and helps them learn right from wrong.
- Children use their imaginations well. Outside, they engage in imaginative play together, pretending to be dragons and scaring their friends. Children use pencils and draw pictures, talking about the 'flowers' and 'petals' they have drawn. At times, there are few resources available for the children to choose and use freely to extend their creative play further.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of child protection and safeguarding issues. They are clear about the procedures to follow if concerned about the conduct of a colleague and what to do if their concerns are not dealt with appropriately. The designated safeguarding lead liaises with the appropriate agencies as needed, when concerns are raised about staff's conduct or children's welfare. Clear records of contact with other professionals are kept to monitor children's well-being. Recruitment procedures are robust and help ensure staff are suitable to 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:

- increase opportunities for children to be physically exuberant, to promote their good health even further

- extend the range of resources that children can freely choose to extend their imaginative play even further.

Setting details

Unique reference number	EY460589
Local authority	Wiltshire
Inspection number	10236970
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	52
Number of children on roll	75
Name of registered person	Kindred Education (Wiltshire) Limited
Registered person unique reference number	RP902927
Telephone number	01980655228
Date of previous inspection	25 October 2016

Information about this early years setting

Kindred Durrington day nursery registered in 2013. It is privately owned and operates from purpose-built premises within the grounds of All Saints Infant School, Durrington. The nursery is open all year round, from 7.30am until 6pm on weekdays. It receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 13 staff who work with the children. Nine staff are qualified at level 3.

Information about this inspection

Inspector

Charlotte Jenkin

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 this into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing at nursery.
- The inspector spoke to staff during the inspection and took account of their views.
- The inspector spoke to the manager and area manager about the leadership and management of the nursery.
- The manager made available some documentation for the inspector, including qualifications and training certificates and suitability records.
- Parents gave their views about the nursery to the inspector, who took account of these.
- The manager and the inspector observed an activity and discussed the impact of staff's interactions on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022