

# Kid Ease Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY286476
<b>Inspection date</b>	09/05/2011
<b>Inspector</b>	Karen Scott

<b>Setting address</b>	Kid Ease Nursery, 1a Milton Road, Dover, Kent, CT16 2BJ
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Kid Ease Nursery is run by Kid Ease Limited. It opened in 2004 and operates from four rooms in a detached building. Children have access to an enclosed outside play area. The nursery serves the local area. It is open each weekday from 8am to 6pm, 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 58 children may attend the nursery at any one time. There are currently 50 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register.

There are 10 members of staff, nine of whom hold appropriate early years qualifications to at least a National Vocational at level 2. Three members of staff are working towards a higher qualification. The nursery provides funded early education for two, three and four year olds and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The high quality evaluation which includes the opinions of everyone connected to the nursery has improved outcomes for children and the nursery has an excellent capacity to maintain continuous improvement such as updating the changing information about the setting and monitoring the usability of all toys and resources. Children's welfare and learning are well promoted because staff have a good knowledge and understanding about each individual child and their family and all children are included. The exceptional partnerships with parents, carers, other early years settings, local schools and professionals ensures that children's individual needs are met and that they are developing to their full potential.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update information available to parents and carers so that it reflects current procedures, staffing and all children that attend
- ensure that all toys and resources are complete and available for a full learning experience.

## **The effectiveness of leadership and management of the early years provision**

Children play in a safe and secure environment as there are thorough and robust procedures in place to ensure that this is the case. All staff assess all areas of the nursery, equipment and places visited for possible risks and take immediate action when they are identified. They teach children to be safety conscious, giving clear explanations when doing so. For example, when a child playing with foam puts some on the floor the adult explains clearly why this could become a hazard. A designated member of staff has responsibility for safeguarding children and ensures that when new staff are insecure about their role in child protection and the procedures to follow should they have any concerns receive training. The record of children's accidents is monitored to see if there are any causes for concern and children participate in regular fire drills so they are not alarmed if there is a real emergency. Toys and resources are suitable for the ages and stages of development of the children attending nursery. However, some toys are not being fully utilised due to missing batteries or cause frustration due to jigsaw puzzles being incomplete, for example. A thorough and supportive induction process helps staff to fulfil their roles and meet children's needs. The nursery has ensured that children play in a bright and welcoming environment and adults spend time supporting children and extending their learning. Staff are particularly skilled at picking up on children's interests and extending activities for them. For example, a child is dancing so the adult puts music on for her and then praises her dancing. Adults are respectful of children and ask before cutting up their lunches, for example, and talk through things with children giving clear explanations and guidance.

Children benefit from playing in an ever improving environment where positive changes are made to improve outcomes for them. Rigorous and extensive monitoring which is undertaken by all staff, analysis of changes which takes children's views into account and self-challenge enable the setting to devise exceptionally well-targeted plans. Recommendations made at the previous inspection have been acted on. For example, the nursery now obtains written parental permission to administer preparatory pain relief but always telephone parents before giving, helping to safeguard children. Parents and carers give their opinions verbally, in a suggestion box and through questionnaires and any ideas for improvement are given regard and discussed with parents. When the nursery radically changed the garden to provide a fantastic play area for children giving them opportunities to develop across all areas of learning, they asked for their opinions on the changes and these are displayed showing the children enjoying their new amenities and giving the garden the thumbs up. To improve on their skills staff are encouraged to participate in training and gain higher qualifications.

An inclusion officer ensures that all staff are abreast of the range of festivals that families may participate in and is working hard to ensure that children see a range of positive images as well as play with toys and resources that reflect diversity. When English is an additional language the nursery ensures that children see print in their first language and learn some relevant words to share with children. A good knowledge of each child's background and needs helps the nursery to offer

individual care and staff work closely with parents and carers to ensure that individual routines are respected. Staff identify a child's need for additional support as early as possible and share with parents and carers with compassion, understanding that this can sometimes be difficult. When children are receiving additional support the nursery works very closely with other professionals to ensure that they are meeting each child's needs, taking the lead to establish effective working relationships. Sharing Learning Journeys with other early years settings that children attend has proved to be invaluable in supporting children's development and has been achieved very successfully. Visiting the local school and inviting teachers to read stories at nursery eases the transition to formal education, and schools value sharing the records of transfers so that they are able to continue children's learning. Parents and carers are welcomed warmly to the nursery and enjoy informal chats with staff, asking for advice on parenting matters. They are very well informed reading very thorough policies and procedures, receiving regular newsletters and being invited to informal parents' evenings. However, some of the information available to them requires updating to reflect the changes to the nursery to ensure that parents are fully up to date too. Parents and carers may look at their children's Learning Journeys whenever they wish and are encouraged to add their own observations to them, sharing in their children's developmental progress. Post it notes enable parents to celebrate their children's achievements with ease and key persons are respectful of parents' wishes to be the first to see developmental milestones such as first steps. The settling in process is based on each families needs ensuring that children settle well. Parents and carers are extremely happy with their choice of childcare, feeling that they have made the correct choice for their children.

## **The quality and standards of the early years provision and outcomes for children**

Children have developed a strong sense of belonging to the setting. They are pleased to arrive and greet their peers with pleasure and warmth. They have formed strong relationships with staff who they engage in conversations about things that are of importance to them, knowing that they will be listened to and interest shown. Visitors such as the fire brigade and police officers help children to think about their own safety and staff help children to keep themselves safe, encouraging them to adopt safe and responsible practices. For example, while playing with foam a child puts some on the floor and the adult clearly explains why this could become a hazard. Any new faces are introduced to the eldest children, helping them to feel safe. Children show a good awareness of what constitutes a healthy lifestyle. They make choices about playing in or outdoors and know that they require sun lotion and hats in hot weather. When they fall over children take charge of their own well-being tending to bruises with cold compresses but making sure that staff are aware of their accidents too. They help themselves to tissues but do not have anywhere to dispose of them when outside. All children are independent users of the bathroom, receiving support if required. Children know that they clean their hands before eating and after messy play and do so without reminders. Individual sleep routines are respected and children are able to wake up gradually and adjust to their surroundings. Snack and meal times are social

occasions and children enjoy a range of healthy and nutritious foods. Older children serve themselves and all children enjoy their meals.

Timmy, a doll, makes a connection between home and the nursery and has been used successfully to help children settle into the nursery when they take him home and report back on his adventures. Photographs of family members displayed at children's eye level and photographs of past and present members of the nursery help to promote an inclusive setting and are used positively by children when missing others. Children are encouraged to think about their feelings and a display represents a range of feelings using photographs and drawings. Children receive praise and celebrate their own achievements with adults and their peers who are also pleased for them. They cooperate, join in and share with others and have a positive attitude towards learning.

Children participate in a range of activities that promote their development across all areas of learning. Regular evaluation of what children are participating in helps staff to ensure that a breadth of experiences is being offered. Key persons make written and photographic observations which they place inside children's Learning Journeys alongside some of the children's artwork, understanding that these are a valuable memento of the child's time at nursery and how much the photographs are appreciated by parents. The observations help key persons to assess children's development and to plan experiences that they will be interested in and will enhance their progress through the developmental stepping stones. Activity plans reflect the needs of individual children and are based on children's interests. For example, after a group of children use magnifying glasses to look at insects in the garden the theme becomes insects to build on that and offer continuous learning. Children are encouraged to be independent and active learners who think critically and are therefore developing strong skills for the future. Comfortable areas encourage children to access books both indoors and outdoors and they enjoy sharing stories with adults. The written word is displayed throughout the nursery and children are encouraged to look for their names when they self register, for example. There are many opportunities for children to practise their pre-writing and writing skills when playing in the garden, making patterns in foam, in role play areas and at specific writing areas, for example. An environment rich in discussion is helping children to develop their language. Numbers and shapes are displayed prominently and are texturally appealing encouraging younger children to look at them. Children have free access to a range of resources that promote their mathematical development and at snack time older children pay for their food and drink with pretend money which has extended to them using the cash register during role play, enhancing number recognition and counting skills. Children say that they enjoy imaginative play and they act out experiences using a range of real and pretend resources. There are many opportunities for children to explore using their senses, for example, babies move their arms through paint. Artwork is individual to the child creating it. For example, when painting black and white animals a request for brown paint is alright as is choosing to paint family members instead and each child paints their own interpretation of an animal. Although there are many opportunities for children to participate in art and craft sessions children do not tend to self-select at these times. Children enjoy singing, dancing and playing musical instruments and have good rhythm, moving in time to the beat. Children participate in a range of adult and child-led activities that enhance their

physical development. For example, babies do inset puzzles and older children prepare fruit, developing hand/eye coordination. Climbing equipment and ride on toys, for example, are always available and children make choices about playing with them. Children are gaining a good knowledge and understanding of the world. They explore the outside environment and are growing flowers which they water independently being able to help themselves to watering cans with ease, monitoring growth. During role play they pretend to go on holidays to other countries that they have been learning about and look at the lives of animals. They learn about things that are happening around the world such as the Royal Wedding and extend on that by then looking at soldiers, for example. Children of all ages access programmable toys such as cash registers and compact disc players. They are competent users of the computer which has a keyboard with lowercase letters. Overall, children are making good progress through the developmental stepping stones in an environment where they are supported to achieve at a range of learning experiences through play.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met