

# Kiddie Kastle Children's Day Nursery

1099 Hesse Road, HULL, HU4 6SB

<b>Inspection date</b>	23/01/2013
Previous inspection date	24/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are highly confident and show an excellent level of independence for their age, as a result of staff practice and a carefully organised learning environment. Children also show very good cooperative skills when playing together.
- The nursery is well organised and staff undertake thorough observations of children's learning. This information is reflected in the planning to ensure that activities meet the unique needs of every child. As a result, every child makes good progress in their learning and development from their starting point.
- The staff understand how children learn. They support all children to make good progress through child-initiated and structured activities.
- High regard is given to supporting children's language skills. The free use of books, readiness of staff to read to children, and the book review process effectively promotes children's interest in books.

### It is not yet outstanding because

- Opportunities to encourage all parents to be involved in supporting their children's learning at home by sharing activities and interests are not yet fully embraced.
- There is scope to further develop close working relationships with all the local schools to ensure the transition process is smooth for all children.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the nursery and the outside area.
- The inspector observed the children playing and their interaction with staff and other children.
- The inspector looked at the setting's policies and procedures, planning and children's development files, including observations and photographs.
- The inspector took account of the views of parents through discussion and questionnaires they have completed as part of the self-evaluation process.
- The inspector discussed the appointment of suitable staff and their ongoing supervision, along with their understanding of the nursery's policies and procedures.

## Inspector

Rosemary Beyer

## Full Report

### Information about the setting

Kiddie Kastle Children's Day Nursery was registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted domestic

premises in Hessle in the East Riding of Yorkshire, and is managed by the owner. The nursery serves the local area and is accessible to all children. It operates from three storeys of the building, with children being cared for on the ground and first floors. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, with two staff having foundation degrees. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 30 children on roll who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- develop further opportunities for parents to be involved in their children's education and learning at home and in the nursery, to enable them all to participate
- develop closer contact with local schools to create an even smoother transition for children into school.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children's progress in their learning is good because the staff have an understanding of how to engage children's interests and support their development. They have a very good knowledge of children's starting points. The initial assessment and information from parents ensures staff can build on what children already know and can do. The quality of teaching is strong and children's progress across all the areas of learning is good, particularly in their physical, personal, social and emotional development and communication and language. Children are involved in, and concentrate well on, their chosen activities. For example, they play with different toys outside to promote their balance and physical strength and extend their understanding of the natural world by investigating the snow and discussing the plants they have grown.

A love of books and language is promoted effectively by staff providing opportunities for children to access a wide range of books, both for stories and information. Children all use the comfortable book corner independently, but also like to sit with staff to listen to them

reading. They are confident in taking turns to contribute to stories and rhymes and predicting or discussing what is happening. They are also proud to develop their vocabulary and enjoy talking to visitors. Children, including those who are non-verbal, are able to express themselves, such as when they are hungry or want particular resources. Staff work closely with outside agencies to develop support for children with additional needs, including speech therapy to aid their communication skills. They also work well with families whose children speak English as an additional language, with labels and notices in their home language to make them feel comfortable and valued.

The nursery has introduced new methods of observation, monitoring and planning to ensure all areas of learning are planned for and included. Observations of children's activities are instantly recorded in writing and with photographs, and matched to the areas of learning. These are then used to inform the weekly planning and activities, which are then tailored for individual children. This supports children's good progress towards the early learning goals. All children have opportunities to independently explore information and communication technology, such as a computer, compact disc player, camera and programmable toys. Children are therefore gaining a good range of skills that support their future learning.

Information about children's development and welfare is regularly exchanged with parents and other providers. This ensures the children's interests can be fostered effectively and any achievements or concerns are identified. Staff have also developed a summary form for the two-year-old children to identify progress and any gaps in learning. Parents are encouraged to participate in activities at home and to make observations of their children's learning and achievements. However, as yet the nursery has not established ways for all parents to contribute, in order to further enhance the shared approach to children's learning and development. Parents complete information sheets for staff to see. They are also invited to parents' sessions at the nursery to sample the play experiences their children enjoy and discuss their children's development.

The nursery is well planned to enable children to explore and play freely. They can help themselves to a good range of resources which are available to meet the needs of all the children attending. Furniture is of the correct size and ensures babies can sit safely at mealtimes, while older children have appropriate cutlery and tableware to enable them to feed themselves. Mealtimes are pleasant social occasions when the children sit chatting to their friends, which supports children as they develop relationships with others. There are clear transition processes for the children who are moving rooms or starting school. Children are encouraged to develop excellent levels of independence in their personal care, ably putting on their coats and shoes. The children have access to the outside area, whatever the weather.

### **The contribution of the early years provision to the well-being of children**

Staff deploy themselves well to ensure all children benefit from secure attachments. The key person process enables staff to develop a close relationship with both the child and their parents. All the children who attend are comfortable with the staff and ask them for help if they are worried or have concerns. The settling-in process is established and led by

the parents' wishes and children's needs. All the children show confidence and know they can hurt or harm other children if they are careless with the toys. They are all very caring towards the younger children and like to see them, for example when they join together to play outside.

The babies are well settled as the staff have a very good understanding of their individual needs, likes and routines. They ensure babies have continuity of care as at least two staff have close relationships with each child. Babies' early investigative and curiosity skills are promoted effectively and they have opportunities to investigate natural resources, such as snow. They show great interest in the different sorting and stacking toys and the sounds of the musical instruments.

Staff understand the importance of good hygiene practice, which they pass on to the children. The babies are changed regularly, with hygienic procedures in place, and staff ensure babies' noses are wiped as needed and their hands are washed before food. The babies and toddlers go to sleep happily with staff close by to help them settle. They also enjoy going into the outside garden, where they are able to use large equipment to develop their physical skills, while their good health and well-being benefits from having fresh air.

The toddlers and pre-school children have a good awareness of healthy practices, usually without reminders. Children enjoy healthy, nutritious meals provided by the nursery and they also develop independence by helping to set the tables. Parents' wishes are respected for special dietary requirements. Fruit is available for snack, with milk or water. Children have the occasional treat for birthdays or when they do baking activities. All children are developing a positive attitude and understanding of healthy eating. This is also promoted through the planting, harvesting and cooking of vegetables they have grown in the small garden area and planters.

Children within the nursery learn to behave well and understand that boundaries are there for their safety and to protect them. Staff provide encouragement and good role models for manners and the children are polite to both staff and each other. They are careful with resources, particularly when smaller children are around. The pre-school children and toddlers have developed a keen interest in investigating insects and bugs in the garden. This allows them to show care and concern for living things and their environment.

Transition within the nursery from the baby room through to the other playrooms is managed very well. Staff join the children on their visits to give them confidence and support, although as they are familiar with the rooms and the children it is usually a smooth move. Most children are also prepared for the transition to school well. The nursery has good relationships with some of the local schools children are to attend, although this has not been extended to include all schools so that all children benefit. The parent of one child who also uses the school nursery has created an information booklet for the children to see their new environment and to familiarise them with their surroundings. This shows good partnership working to aid most children's transition. The children's learning journey records and their tracking forms ensure that most school staff have a reliable assessment of children's readiness for school, their abilities and interests.

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

The staff have a secure knowledge and understanding of safeguarding issues and the procedure to follow if they have concerns. Parents are made aware of their role and responsibility to protect all the children in their care. Comprehensive risk assessments are in place and regularly reviewed. These identify hazards and appropriate steps to take, to eliminate risk and keep children safe and secure. The whole environment is welcoming, safe and stimulating, and children enjoy their learning and grow in confidence. Good use of the outside area and the local community provides daily opportunities for the children to develop their physical skills and understanding of the world.

All the nursery staff work hard to provide high quality care and learning opportunities. They are well qualified or working towards qualifications, in order to further enhance the service they provide. Regular appraisals and supervision enable management to identify training needs or concerns staff may have. The process of self-evaluation is used effectively to identify areas for improvement, which are included in the action plan, while also recognising the strengths of the setting. Parents are consulted on a regular basis to ensure their views are included and know their views are valued. Staff have undertaken training to implement the revised Early Years Foundation Stage and, as a result, have introduced a more effective method of recording progress and development. They have also developed a two year summary form which is used to discuss children's progress with parents, before being passed to the health visitor. This means that staff are monitoring the implementation of the learning and development requirements and enhancing practice when the need is identified.

The staff work closely with other professionals to support children when the need arises. Parents' views are sought through discussion and daily diaries, and those spoken to during the inspection expressed great satisfaction with the care their children receive. They enjoy looking at the development folders and seeing artwork and photographs displayed on the walls.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

**What inspection judgements mean**

**Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
--------------	------------------	--------------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
---------	-------------	--

		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY384591
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	821649
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	37
<b>Number of children on roll</b>	30

<b>Name of provider</b>	Jayne Gorman
<b>Date of previous inspection</b>	24/03/2009
<b>Telephone number</b>	01482 571 192

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

