

Kid Ease Nursery

Kid Ease Nursery, 1a Milton Road, Dover, Kent, CT16 2BJ

Inspection date	31/05/2013
Previous inspection date	09/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- The friendly environment and good team working promotes children's social skills and self-esteem.
- Children are confident to make choices and explore their environment making them independent learners and preparing them well for school.
- Children enjoy healthy snacks and cooked lunches, helping them to learn the importance of good nutrition.

It is not yet good because

- Inconsistencies exist in the quality of assessment and planning. As a result, staff are unable to ensure that children always receive the appropriate amount of challenge.
- The information that parents receive about their child's future learning goals does not include enough detail for them to understand how these will be achieved.
- The provider does not always respond promptly to communications from other professionals when working in partnership to support 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas of the nursery.
- The inspector spoke with the Head of Childcare, Manager, staff, children and parents at appropriate times during the inspection.
- The inspector observed a range of activities in all areas occupied by children.
- The inspector undertook a joint observation with the manager.
- The inspector scrutinised a range written documentation, including records of children's achievement.

Inspector

Liz Caluori

Full Report

Information about the setting

Kid Ease Nursery registered in 2004 and is run by Kid Ease Limited. It operates from four rooms in a detached building in Dover, Kent. Children have access to an enclosed outside play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It opens each weekday from 8am to 6pm, for 51 weeks of the year. There are currently 89 children aged from birth to under five years on roll, some in part-time places. The nursery also supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 13 members of staff working with the children, all of whom hold appropriate early years qualifications. The nursery gets funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

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

- review assessment and planning arrangements to provide a more consistently clear view of children's progress to aid in setting future learning goals
- provide parents with clearer information about the activities and experiences planned to support their children's future learning
- respond promptly to communications when engaging with other professionals to support children's all round learning and development.

Inspection judgements

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

Staff plan a broad range of activities and experiences which children enjoy. There are some inconsistencies in the quality of the records used to underpin the assessment of children's progress. Staff refer to these records when determining the next steps in each child's learning. This means that they are unable to ensure that children always receive the appropriate amount of challenge. The management team recognise the importance of monitoring the rate at which children are progressing to identify any achievement gaps.

While this does not work effectively at all times, it has led to some areas being highlighted for improvement. As a result, staff are currently placing additional focus on calculating and on the promotion of language in general.

Clear and appropriate strategies are in place to support children's language and staff use these most of the time. Lively conversations take place and staff ask children some questions that encourage them to think and form responses. Staff working with the babies name objects to help them develop their vocabulary. In addition, they effectively use non-verbal communication, such as smiles and warm eye contact, to engage children. Staff promote mathematical ideas well by introducing counting into children's play. They also use language such as big, small and round to help children consider size and shape.

Children have very regular opportunities to engage in physical games. They confidently use ride-on toys and run around outside with their friends. Babies have a lot of space and encouragement to crawl, pull themselves up and explore their environment. All children enjoy messy play, exploring the texture of materials such as shaving foam and corn flour. Staff enhance these experiences with their playful manner and by offering lots of praise and encouragement. Overall, children make satisfactory progress in their learning and development.

Parents receive detailed written reports about the activities their children enjoy and any significant achievements. The reports also set out the next goal in each area of their learning. However these tend to lack detail. This does not help parents to understand how these goals can be reached and how they can support this at home. Appropriate arrangements are in place to complete the required progress checks for children when they are aged between two and three years and these are shared with parents.

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

Children are happy and relaxed in the nursery. They form good bonds with staff and approach them readily for support and attention. There is an effective key person system in operation which helps children to settle easily and to feel secure. Babies enjoy a comforting cuddle when they are preparing for, or waking from, a sleep. Older children share lots of jokes and excitedly express their views to staff. Children behave very well. They are friendly, polite and sociable, following the good role modelling of staff. Children move safely and sensibly around the nursery and enjoy the freedom they receive to explore their environment. This helps them to develop confidence and independence in their learning. These skills prepare them for their future move to school. The nursery has good arrangements in place to liaise with parents and schools to share information about each child who is moving on.

Children play with an extensive and interesting array of toys both indoors and in the very appealing outdoor area. The sensitive organisation of the environment reflects the needs of the children well. Recent improvements to the baby room include a cosy area for children to crawl to if they want a safe, quiet place to rest. Older children confidently transport resources between play areas to extend their freely chosen games.

Staff offer good support and encouragement to help children understand the importance of healthy living. Children enjoy nutritious snacks and a cooked lunch. Older children serve themselves, choosing how much they want and discussing the different items available. Snack and meal times are sociable experiences. Drinks are set out for children to reach at all times. Babies are fed according to their own individual routines. Nappy changing procedures are hygienic and older children visit the toilet independently. They receive good support to promote their self-care and routinely wash their hands after toileting and before they sit down to eat.

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

The nursery has appropriate procedures to record the attendance of visitors and to supervise any unchecked adults. The arrangements in place to work with other professionals are satisfactory overall. The management team share information with other early years providers to promote consistency in children's learning. They also have experience of working effectively with other professionals to promote children's safety and wellbeing and to support those with additional needs. However, the nursery does not always act promptly when working in partnership with external agencies where there are no safeguarding concerns.

Effective arrangements are in place to protect children. Staff undertake regular risk assessments and safety checks to identify potential hazards. They put appropriate precautions in place to address these. The manager takes lead responsibility for child protection. She has attended training for this role and understands the procedures to follow if any concerns arise about the welfare of children.

The management team understand their responsibility to promote children's learning and development. They ensure that activities are on offer to cover all areas of children's learning. They have a range of systems in place to monitor the quality of educational programmes. However, these have not identified and addressed inconsistencies in assessment and planning. Regular self-evaluation takes place and includes the views of the management team, staff and parents. This helps to accurately identify the strengths of the provision and has been partially successful in highlighting areas for future improvement. There are action plans displayed in each group room, which are available for parents to view. These show tasks that staff intend to undertake or equipment that they intend to obtain to enhance children's learning and enjoyment.

The Childcare Register

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

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	EY286476
Local authority	Kent
Inspection number	920920
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	89
Name of provider	Kid Ease Limited
Date of previous inspection	09/05/2011
Telephone number	01304 820948

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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, which are usually the childminder's 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.

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