

Kid Ease Nursery

Triangles, Poulton Close, Dover, Kent, CT17 0HL

Inspection date	10/10/2013
Previous inspection date	04/10/2010

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The attention given to promote children's communication and language development and to their speech and language skills is outstanding.
- The leadership and management of the nursery are inspirational. Staff recruitment, monitoring and training is highly efficient in its planning and implementation, ensuring all staff are highly qualified, experienced and suitable to work and inspire the children.
- The partnership with parents is exemplary. They are involved at every stage of their children's time at the nursery.
- The nursery environment and resources are highly stimulating, interesting and challenging. Each child is able to flourish and make excellent progress in their learning and development.
- The self-evaluation process is of a very high standard and is reflective and effective in driving and maintaining continuous improvement.

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 agreed the plan for the day with the manager of the nursery.
- The inspector observed childcare practices throughout the nursery.
- The inspector sampled relevant documents and record keeping.
- The inspector spoke to children, parents and members of staff.
- The inspector fed back inspection findings to the provider.

Inspector

Mary Vandeppeer

Full Report

Information about the setting

Kids Ease nursery is one of five nurseries run by Kid Ease Ltd. It opened in 2004 and operates from six rooms within a two-storey purpose built premises in Dover, Kent. The setting is open from 7.30am to 6pm each week day throughout the year. All children share access to secure enclosed outdoor play areas. The provision serves the local area and surrounding villages. There are currently 112 children in the early years age group on roll. The nursery supports a number of children with special educational needs and also some who speak English as an additional language. The nursery employs 22 members of staff; of these, 20 including the manager, hold appropriate early years qualifications to National Vocational Qualification level 2 and 3, with two having Qualified Teacher Status and a Level 6 qualification. There are currently two members of staff working towards an early years qualification.

What the setting needs to do to improve further

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

- enhance further children's learning and development in the outdoor environment to match the high quality provision indoors.

Inspection judgements

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

The management team and staff have developed a highly successful and impressive communication and language project. This consistently and steadfastly ensures that every child in the nursery is able to progress effectively in their speech development and listening skills. The outstanding leadership and management of this nursery have a very positive and immediate impact on every child's development and learning. When organising the exceptional educational programme, children's starting points, interests, skills and individual needs are always taken into account. Every staff member displays an extremely realistic, professional knowledge and understanding of children's expected levels of development across all areas of learning. The detailed and frequent observations and assessments are continuous, focused and highly effective. Key persons provide excellent additional support for children where levels of progress are less than expected. For example, they promote children's self confidence as they encourage them to believe in their own capabilities and move them forward in their development. All children are motivated and want to join in, displaying a strong keenness to learn. Children are making exceptional progress towards the next steps in their learning. Where achievement gaps are identified, these are narrowed successfully. All staff show they have an excellent

working knowledge and understanding of each learning area. This means children have continued access to activities which are exciting and interesting. Staff make sure children also have lots of fun while they are learning. For example, a very young child is just learning the skill of how to blow from their mouth. They find a piece of tissue paper and blow it so that it floats away, this turns into a game with the key person and there is lots of laughter between them. The member of staff is also aware that this activity helps develop the jaw muscles which will aid speaking. Older children are observed linking in the words they have learnt from the 'Every Child A Talker' display, to their play in the garden. They are using toy diggers and tractors and talking about how they tip up and down. They enjoy the interaction this activity brings. Staff talk and listen to the children, linking it into what they are doing. This practice fully engages the children and encourages their concentration. Staff use different activities and skilful questioning to encourage children's speech. Photographs and detailed observations show how children enjoy stories and also use number and song bags. These bring the story alive and children can learn about number sequencing in a fun way and sing and play musical instruments to act out the story.

Children's independence is promoted exceptionally well in every area of their learning. They are able to choose from stimulating and imaginative activities and resources. This is especially so indoors, where children can allow their imagination to flourish. Low-level storage full of art and craft materials is always available to children of all ages. They enjoy being creative and make pictures using a wide variety of media, including paint and other recycled items and natural materials. This promotes excellent use of language, as they talk about their creations. Children have many opportunities to play together and negotiate what they do next, with each other and adults. Children look at different kinds of books and learn how to use them properly, reading stories of their choice and those they enjoy best. Staff provide exciting opportunities for children to further develop their physical skills every day. They can go outdoors all day, every day, if they wish. Staff are skilful in making sure resources are educational as well as exciting. For example, by providing a water station outside with funnels, jugs and pipes.

Children show they are pleased with their achievements, as they proudly point to what they have done. Adults show excellent skills at providing the children with the independence and confidence to try to do things for themselves. Children are kept interested in their environment and photographs show how well they use the outdoor area. Parents' contributions to their children's learning are varied, for example, photographs show family events. They can also enjoy the freedom to stay and play with their children when they wish. All children are making excellent progress towards the early learning goals. They display full enjoyment of all the learning opportunities and are enthusiastic to try new experiences.

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

It is very clear that all the children are extremely happy, occupied and content at the nursery. They show they feel emotionally secure, by the way they interact with the staff and their key persons and how they freely and safely move around the play areas. Before

the children start, the management ensures there are well-planned introductory and fact-finding meetings for every parent and child. The manager believes that this good practice really helps the children to settle in quickly and successfully. It also means staff are able to gain an insight into the children's skills and capabilities. For example, they learn if a child can dress themselves and about favourite toys and activities. The manager also ensures the staff obtain in-depth, detailed, relevant personal information on each child. For example, information about their family, any allergies and dietary needs. This results in excellent care, progress and development records being in place, right from the start.

The whole nursery is excellently equipped with quality toys and resources that suit all the age groups of children attending. The staff are always reflective in what they provide and have made further, recent improvements, for example supplying children with cosy, comfortable places where they can think, be on their own or talk with others. Children enjoy resting and chatting to each other or looking at a book in the quiet areas. Photographs are displayed, some at a low level, so children can see and recall themselves engaged in activities.

Throughout the children's time at the nursery, management and key persons continue to obtain accurate and up-to-date information from parents. This enables staff to ensure that children's experiences remain enjoyable and help in making sure they can be more individually focussed. Staff are extremely knowledgeable about their key children's individual needs. They make sure they make time to give children their undivided attention, helping them feel highly valued and important. The very young children respond very well to all types of communication, interacting with their key person, laughing and chatting and trying to copy them. If children need cuddles or comforting, there is always an adult nearby to do this. The setting gives high priority to promoting children's healthy lifestyles. Most children have free choice to play indoors or outside. If they play outside, children can take resources from indoors to extend their play. Exciting and stimulating activities provide children with enjoyable experiences, promoting their physical skills as well as being able to play in the fresh air. The nursery provides all drinks, snacks and meals as requested by parents. The children's behaviour is very good and is age and stage appropriate. Staff ensure children are constantly occupied. However, if children show signs of inappropriate behaviour, staff deal with it calmly, sensitively and patiently. All children look to the adults for support and guidance, for example if they need help with an activity.

Staff make sure children are extremely well prepared for the next big step, such as attending the reception class at school. Activities, such as role play, using the school uniform of local schools, help ease the children's worries. Staff show interest and pleasure in what children do and praise children's efforts and achievements. This clearly motivates them to continue, with activities that perhaps need more concentration. The provider and staff constantly focus on giving highly individual care and learning opportunities to each child attending the nursery. The highly professional and detailed observations carried out by staff, show how they are able to track every child's progress and ensure they provide effectively for every stage of children's development.

The effectiveness of the leadership and management of the early years

provision

There are strong and effective arrangements in place to implement all the requirements of the Statutory Framework for the Early Years Foundation Stage. All staff display a very clear understanding of their safeguarding role and responsibility towards ensuring children are safe and secure. They have an extremely thorough and sound knowledge of the local Safeguarding Children Board's procedures and implement them effectively.

The leadership and management of the pre-school are inspirational, for children, staff and parents. The provider has developed an exceptionally effective and robust recruitment, monitoring, training and appraisal system. This means that every member of staff is fully checked for suitability, before they start work at the nursery. The managers and room supervisors take care to supervise new staff through their probationary period and any issues are quickly addressed. Staff's professional development is given high priority by the management team. All staff benefit from having the opportunity to access highly professional, external and internal training. Regular staff meetings and individual supervision sessions happen at least termly. All this ensures the quality of care and learning for children remains consistently high.

Management and all staff members display an excellent knowledge and understanding of the safeguarding and welfare requirements. All have had safeguarding and/or child protection training, either externally or in-house. The required documentation and record keeping is very well organised and highly detailed. This means that the nursery has excellent information and analysis on everything the nursery provides for children and their families. All staff show they have an extremely thorough knowledge and understanding of the procedures to follow, if there were concerns about a child in their care. Children's safety is highly important to the provider and staff. They carry out very thorough risk assessments on the environments children use and any outings undertaken. This ensures the nursery provides a safe, secure and high quality provision. The children and staff and any visitors practise the evacuation drill frequently. This means that children learn how to keep themselves safe in an emergency.

The management has developed highly effective, supportive and individually focused measures to monitor the educational programme. This ensures all areas of learning are comprehensively covered, with particular focus on ensuring children's communication and language development is promoted very well. The management and staff team have excellent partnerships with parents. Parents are provided with many opportunities to be fully involved in their child's learning. Key persons make themselves available to have discussions with parents when they bring and collect their children. There is also extremely good communication links with professionals and other carers involved in individual children's care. This helps provide further continuity of care and learning. The nursery has a highly effective and successful self-evaluation process. This ensures that any changes and improvements are monitored well and the effect on the children and the setting as a whole is expertly assessed and evaluated. The nursery provides an outstanding level of care, learning and development opportunities and support for all the children and their families.

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	EY278153
Local authority	Kent
Inspection number	935078
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	102
Number of children on roll	112
Name of provider	Kid Ease Limited
Date of previous inspection	04/10/2010
Telephone number	01304 204653

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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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