

# Kindergarten kids Ltd

102 Albert Street, Whitstable, Kent, CT5 1HT

<b>Inspection date</b>	30/10/2014
Previous inspection date	21/04/2009

<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

- Staff and parents use the kindergarten's good settling in procedures to ensure children separate easily from their parents and form strong emotional attachments to their key person.
- Staff provide an interesting and exciting educational programme to help children learn to explore activities based on their individual interests and at their own pace.
- The manager and key persons have good procedures in place to monitor children's progress to ensure they are developing in line with expectations.
- The children are offered a wide selection of healthy, nutritious food and engage in lots of physical play in order to learn about being healthy.

### It is not yet outstanding because

- Staff do not always include examples of children's home languages in displays and as labels in order to fully support children who speak English as an additional language.

## 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 observed the interaction between the staff and children.
- The inspector sampled a range of paper work including the setting's safeguarding procedures and children's learning journey's.
- The inspector talked to staff, parents and children.
- The inspector undertook a joint observation with the manager.

## Inspector

Linda Coccia

## Full report

### Information about the setting

Kindergarten Kids is one of five settings run by Kindergarten Kids Limited. It opened in 2002 and operates from four rooms in a purpose-designed building, consisting of a baby unit, a pre-school and an out-of-school club, the pre-school room being upstairs. Children have access to two enclosed outdoor play areas. The setting is situated in a residential area of Whitstable close to shops, schools, parks and the beach. It is open each weekday from 7.30am to 6.30pm all year round. There are currently 50 children aged from birth to under five years on roll, some in part-time places. The setting receives funding for the provision of free early education for some two year olds and all three and four-year-olds. The setting also offers care to older children aged up to 11 years during some school holiday periods. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It currently supports some children with special educational needs and/or disabilities and those who speak English as an additional language. There are 14 members of staff working with the children, 12 of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. There are seven staff who are currently undertaking further training. The children help to look after the pet snails.

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

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

- provide more written words in children's home languages in the nursery environment to enhance the support given to children who are bi-lingual or who speak English as an additional language.

### Inspection judgements

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

The staff demonstrate a good understanding of the learning and development requirements. They competently use good quality teaching methods to engage children and help them learn and make progress given their starting points and capabilities. For example, in the baby room children engage in lots of play experiences where staff enable them to discover, learn and explore their environment. It is very evident that the children explore at their own pace developing new skills or enhancing their already acquired skills. In the pre-school children demonstrate that they are active learners as they investigate the wide range of toys and activities available both inside and outdoors. This is clearly evident in the garden where children keep trying to balance on the half pipes or are concentrating hard in knocking large skittles over with a small ball. The older pre-school children show confidence in the use of activities and demonstrate their caring natures as they help younger children.

All children are confident communicators. This is due to the staff's competence in using good quality communication methods with the children. Even the youngest children babble to visitors and staff, seemingly with meaning. Staff offer good support for children who speak English as an additional language. For example, staff count with children in their home language, and include all children in the activity. There are a few written examples of French words displayed. However, staff do not extend this to include other written languages around the setting on resources and displays to further support all children in language recognition.

The staff effectively prepare children for the next steps in their learning through the good use of transition books and visits. Toddlers make short regular visits with their key person to the pre-school room and garden before they stay there full time. Parents are involved in this process using the photographs in the transition books to talk to their child about the exciting things they can see and do. Staff use the same principles for children's move on to school. The staff help children make the transition books about the relevant schools they will attend and engage children in lots of school type activities. For example, children use school uniforms to dress up in and use lots of activities to encourage them to talk about the differences between the setting and their new schools. This helps to extend their communication and language skills and develops their positive attitudes to the forthcoming changes.

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

The children who attend the setting and their parents use the setting's good settling in procedures when they first staff. With their key person's support they attend for short periods of time, which increase until children demonstrate they feel secure in separating from their parents. All of the children, including babies are happy, engaged in activities and smile and/or talk to visitors. This shows they feel emotionally secure in the setting and confident enough to move freely around because the established key-person system is working very well.

The staff teach children lots of good social skills, such as, sharing toys, being kind to each other and respecting each other's differences. Staff use appropriate behaviour management techniques, such as holding a discussion with the children to sort out any problems. In this way children learn about acceptable behaviour. The older children learn to understand how to moderate their own behaviour. The majority of the older children learn to use equipment safely and understand risks. For example, they are very careful when using the stepping tower in the garden and when using the stairs to access the play room. The staff carry out regular assessments of the premises and garden to ensure there are no hazards and therefore, children remain safe.

Children are taught about healthy eating as staff provide a variety of ways to include discussions about nutritious food with them as they play. For example at snack time, children are involved in deciding how much fruit their table needs, selecting fruit and preparing it to eat. They sometimes weigh and measure the fruit in order to incorporate

other areas of learning into snack time. Children use a wide selection of physical play activities and staff remind children to look after their bodies by wearing hats in the sun, drinking lots of water and resting between activities. Therefore, children learn to look after their bodies and are motivated to embrace being healthy.

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

The manager demonstrates a good understanding of safeguarding children. She ensures staff give a high priority to protecting children. For example, ensuring that visitors sign in and out of the premises and challenging collectors of children for passwords. All staff have an enhanced disclosures issued by the Disclosure and Barring Service and staff annually declaration that they are in good health and know of no other reasons which could make them disqualified by association. The manager is the setting's designated person for child protection and all staff attend regular child protection training. This means that staff use good skills to protect children from neglect and abuse.

The manager shares the organisation of the setting with her deputy and the administrator, allowing her time to be with the children throughout the day. She uses this time to effectively monitor staff and/or trainee performance, see the planning of the educational programmes first hand, and monitor the accuracy of the observations and assessments within the children's learning journeys. In this way she is able to help staff quickly identify any additional needs children may have and arrange for additional support, when necessary, from the strong links with other health and education professionals. Each term the manager uses the Kent County Council on-line tracker to ensure that all children are making good progress and that staff cater for all groups of children. For example, that the boys are have suitable activities to compliment their learning style.

The partnership with parents is also good. Parents report that their children are happy at the setting, receive good support for their development and learning and are making good progress. Parents are pleased that the nursery is flexible enough to fit in with their parenting styles. They receive lots of appropriate information about how the setting operates, and news about upcoming events they can take part in. Parents and their families are happy to be a part of the setting because their children receive good consistent care.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY313721
<b>Local authority</b>	Kent
<b>Inspection number</b>	828022
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Kindergarten Kids Limited
<b>Date of previous inspection</b>	21/04/2009
<b>Telephone number</b>	01227 772 200

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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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