

Kiddiecare Kindergarten

Isted Rise Primary School, Downs Road, Istead Rise, GRAVESEND, Kent, DA13 9HG

Inspection date	20/11/2014
Previous inspection date	10/06/2009

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		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

- Management and staff track children's progress over time, which enables them to quickly highlight any potential gaps in children's learning.
- A team of qualified staff plan interesting activities for most areas of learning that engage children.
- Management and staff understand and use effective systems that safeguard all children.
- A good continuous system of evaluation helps to provide positive outcomes for children.
- Effective links with outside agencies ensures that early intervention is sought for all children.

It is not yet outstanding because

- Occasionally activities are not sufficiently engaging for children of different ages.
- Some children are not able to maintain their attention and concentration because of the level of noise.

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 a number of activities both indoors and outdoors.
- The inspector looked at children's planning and learning documents.
- The inspector undertook a joint observation with the manager/provider.
- The inspector spoke with staff, parents, children and the manager/provider.
- The inspector sampled some policies, procedures and checked staff qualifications and records of their suitability.

Inspector

Alberta Minta-Jacobs

Full report

Information about the setting

Kiddiecare Kindergarten registered in 2009 It is privately owned by Kiddistaff Ltd and operates from the grounds of Istead Rise CP School in Gravesend, Kent. The nursery has access to three rooms, toilets, a kitchen and a well-equipped outdoor play area. The nursery serves the local area and surrounding villages and towns. It is open five days a week, term time only from 9am to 3pm daily with extended day care from 8am until 6pm. Children attend for a variety of sessions. There are eight members of staff who work directly with the children over the course of the week. Four members of staff including the manager/provider are qualified to level 3, 2 members of staff are qualified to level 4 and two staff are in training. The manager is completing an early years degree. The nursery receives funding for free early education for three- and four-year-olds. Staff receive support from the local authority early years advisory teacher. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 38 children on roll in the early years age group. Staff are able to support children with special educational needs and/or disabilities, and those who are learning English as an additional language.

What the setting needs to do to improve further

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

- enhance the learning experiences provided by staff so that the activities are fully engaging for all ages of children

- take steps to ensure that all children can remain involved in their chosen task.

Inspection judgements

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

The quality of teaching is good across all areas of learning. Staff provide children with varied learning opportunities indoors and outdoors that cover all areas of learning. For example, during a physical development session, staff supported all areas of learning. Children listened to clear instructions from staff, they moved their bodies to the music and developed hand-eye coordination as they threw and caught balls. Children also worked cooperatively with each other and staff gave them lots of praise to develop their self-confidence. As a result, children make good progress in their learning and development. Staff actively engage children in self-selected or adult-led activities. However, occasionally younger children are not able to maintain a good level of concentration because of the noise level indoors.

Staff use effective questioning and modelling to support children's understanding and extend their self-initiated activities. Planned activities provided indoors supported children's development in communication and language, physical skills and personal, social and emotional development for all children. For example, during a story session, children had opportunities to count from one to five, explored new words and expressed their feelings by making faces.

Children's learning folders show that they are making good progress in relation to their starting points. This is because staff observe children and plan for each child's individual needs well, considering their age and style of learning. As a result, children are acquiring skills in readiness for school. However, some children at times find it challenging to engage in all activities provided by staff. For example, during story time, the youngest group of children lost concentration which disrupted the flow of the story for the older children. Children are making good progress in their language skills as a result of the introduction of a communication and language scheme. Staff support the emergent speech of the youngest group of children effectively and challenge the oldest group of children by extending and providing new vocabulary. All children are making good progress overall because staff have high expectations of them.

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

Staff employ effective practices which helps to support children to become familiar with their environment. Therefore, children develop the confidence to explore and learn. For example, staff supported a child who was settling-in to familiarise herself with her new nursery. Staff encouraged the child to dress and talk about her toy elf while sharing information about her interest with other children. A well-established routine helps children to know what happens next during the day. This helps children to feel emotionally secure.

A robust key-person system helps all children to form strong relationship with staff while forming relationships with each other. For example, on the day of the inspection children spent time in the reading, role play and creative areas their key-person. Children are happy and they enjoy learning because they feel safe and warm. Staff provide lots of positive praise, which helps children to behave well. Staff role model good behaviour for children. They always say 'please' and 'thank you' during their interactions with children. This provides effective support for children so that they learn to show respect to each other.

Staff provide good opportunities for children to develop their social skills while helping children to make healthy choices at snack time. They offer regular prompts to older children to help them to manage their personal needs independently, while supporting young children more closely. Staff ensure that the environment indoors and outdoors are safe and secure for all children to use.

A highly-resourced environment along with staff's skilful use of questioning stimulates children's eagerness to explore. This develops children's sense of achievement well. The

daily routine and aspects of practice support children's readiness for school. For example, children have named coat pegs and individual work trays and they also use a self-registration system. This helps them to develop skills and understanding so they feel confident when they start school.

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

The effectiveness of leadership and management is good. Management has a good understanding of their responsibilities in providing the educational programme of the Early Years Foundation Stage. Management and staff have a good system of planning and monitoring children's progress regularly. As a result, they identify any groups of children whose development is below age related expectations. Management establishes links with outside agencies to provide extra support for all children who are identified through the assessment process. Staff use a combination of individual and small group plans to deliver the educational programmes. They help to adapt learning opportunities to accommodate children's different ages and styles of learning. As a result, children make good progress in their learning and development.

Management and staff have a sound understanding of the procedures of keeping children safe at all times. For example, a new member of staff explained the procedure for keeping children safe, showing her understanding of child protection matters. All staff have completed safeguarding training which helps them to understand their roles and responsibilities in keeping children safe. A daily risk assessment of the indoor and outdoor areas ensures that the premises and equipment used by children are safe. Management deploy staff effectively, taking into account those that have current first-aid training. As a result, children are seen to promptly and without delay in the event of accidents and injuries.

Management organise regular supervisions and peer observations to help staff improve their practice. In addition, the manager/provider gives verbal feedback daily to staff to help improve their practice. Training needs are also identified during appraisal meetings each term. For example, the staff in charge of the communication and language programme are booked on a refresher course. This keeps staff up-to-date with current practices.

Management and staff involve parents through invitations to special celebrations, such as sports day. Parents are invited to key-person meetings to review their children's progress and discuss their next steps in learning. This helps to promote a consistent approach to supporting children's learning and progress. Parents are informed via termly newsletters about events or changes that are happening at the nursery. Staff provide parents with verbal feedback at each session about children's learning. Parents share their opinions through completing regular questionnaires. This helps parents to contribute to improvements at the nursery. Parents' commented that they are happy and feel actively involved in their children's education. They also feel that staff consider their opinions about improving the nursery.

Management and staff use self-evaluation securely to target further improvement. For example, staff have identified the need to erect a shelter in the outdoor area to enhance outdoor learning opportunities for children throughout the year. Management and staff receive support from the local authority advisory service, which further supports the identification of improvements to benefit the children. They show a strong capacity to maintain continuous improvement in the future.

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

Unique reference number	EY382505
Local authority	Kent
Inspection number	822335
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	25
Number of children on roll	38
Name of provider	Kiddistaff Ltd
Date of previous inspection	10/06/2009
Telephone number	01474833424

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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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Piccadilly Gate
Store St
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M1 2WD

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