

Kimble's Childcare

73 Fen Lane, Sawtry, Huntingdon, PE28 5TL



Inspection date

20 March 2015

Previous inspection date

5 December 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff provide a wide range of interesting and enjoyable experiences for children, such as watching the solar eclipse or going for walks in their local community. They use their good questioning skills to positively encourage children to notice and comment on the things around them. This helps children to become active, interested learners who are well-prepared for school.
- Children build strong relationships with the caring and attentive staff. Consequently, they have confidence and show they feel safe and secure.
- Children benefit from continuous access to the outdoor areas, which are richly resourced to offer children exciting and challenging learning experiences.
- Parents have ample opportunities to share in, and contribute to, their children's learning. They make good relationships with staff and are confident that their children are safe and well-cared for.
- Managers and staff have developed rigorous self-evaluation of the provision, which has led to significant improvements since the last inspection. Staff are positively encouraged to develop their teaching skills through regular training. As a result, they effectively support children to make good progress in their learning.

It is not yet outstanding because:

- Staff overlook some opportunities to help children learn more about other languages, faiths and cultures. For example, providing resources, such as music, books and visual images.
- Children's independence skills are not always maximised, because they are not fully involved in the development and preparation of activities.

What the setting needs to do to improve further

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

- provide children with a greater range of opportunities to explore and value other languages, cultures and faiths
- enhance children's independence skills by maximising their opportunities to manage everyday tasks for themselves, such as preparing food or planning and finding the resources they need for particular activities.

Inspection activities

- The inspector observed children at play, indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- A range of documentation was looked at, including some policies and procedures, accident and medication records, and the staff's suitability checks.
- The inspector looked at the setting's self-evaluation document, the improvement plan and the training undertaken by staff.
- The inspector looked at children's learning and development records and spoke with children and staff about the planning and delivery of the educational programme.
- The inspector spoke with a number of parents during the inspection.

Inspector

Veronica Sharpe

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a secure understanding of how children learn. They know the children well and plan experiences that children enjoy. Children's development is consistently monitored to ensure they all make good progress. Staff teaching skills are good. They effectively question children and give them time to think and consider answers. As a result, children become active learners, who hold conversations and retell stories with confidence. Staff teach children effectively about shapes and sizes by asking 'which shapes match?' and 'which are larger or smaller?' Children develop their writing skills well because they have plenty of resources to write with, such as chalks in the garden. Staff link events and activities together so children build on their learning. For example, children watch the eclipse then recall what they have seen with potato prints and paint. Children learn about each other's differences through photographs and family books. However, they have fewer opportunities to learn about other people with differing languages, cultures and faiths.

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

Staff provide children with affection and attention, and as a result, children have strong attachments to them, and their emotional needs are well-met. Staff help children to play cooperatively together, they learn to share their toys and wait their turn for popular resources, such as the home-made igloo. Staff promote children's good health by offering them a wide variety of healthy foods. Children develop confidence in their physical skills because they have ample opportunities to climb, balance and ride wheeled toys outdoors. They go for regular walks to explore their local community and take part in fund-raising events. Children benefit from flexible routines and plentiful accessible toys and equipment, which enables them to follow their interests. However, staff do not always make the best use of activities to enhance children's independence skills. For example, not all children have everyday opportunities to prepare snacks or decide which resources they need for specific activities.

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

Staff have made good links with schools to support children's move into nursery or Reception. They have spoken to teachers and, as a result, have introduced a shared letters and sounds programme. This has a beneficial effect on children's speaking and listening skills and prepares them well for school. Staff have attended the Every Child a Talker programme to enhance their understanding of children's language development. Thorough staff recruitment procedures ensure anyone working with the children is safe to do so. The manager offers staff effective support through one-to-one and team meetings. She ensures they all have opportunities to undertake training. This has led to an able staff team who show good teaching skills. All staff attend child protection training so they have a confident understanding of the procedures that protect children from abuse or neglect. Staff keep meticulous records of any accidents, or medication given, to promote children's health and safety.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | EY465102 |
| Local authority | Cambridgeshire |
| Inspection number | 1005673 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 18 |
| Number of children on roll | 33 |
| Name of provider | DMC Childcare Ltd |
| Date of previous inspection | 5 December 2013 |
| Telephone number | 01487834609 |

Kimble's Childcare was registered in 2013 and is privately owned. It is situated in purpose-built premises at the owner's home in Sawtry, Cambridgeshire. The nursery employs five members of childcare staff including the manager. All hold childcare qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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