

# Red Kite Children's Day Nursery



Thistle Hill Nurseries, Thistle Hill, KNARESBOROUGH, North Yorkshire, HG5 8LS

<b>Inspection date</b>	12 June 2015
Previous inspection date	10 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The leadership team and staff know children well and plan a wide range of interesting and challenging play opportunities and activities. As a result, children make good progress in their learning and development.
- Children display high levels of confidence and self-esteem due to the close bonds and positive relationships they have with their key person and the wider staff team. As a result, children are well prepared for the next stage in their learning.
- Leaders continually strive to improve the already good provision at the nursery. They have an extremely positive approach to monitoring and evaluating their practice. They implement a thorough programme of supervision, support, coaching and training.
- Partnerships with other professionals are well established and effective. This means that children with special educational needs and/or disabilities receive the effective support they require to meet their individual care and learning needs.
- Safeguarding procedures are strong. The leadership team and staff have a secure understanding of their roles and responsibilities to safeguard children. This ensures that children's welfare is protected and children are kept safe from harm.

### It is not yet outstanding because:

- Some aspects of the daily routine do not always meet the needs of all children. For example, children are not always given the time they need to develop their independent play to the very highest level.
- Older children do not have independent choice from a wide variety of craft and artistic resources. Therefore, their creative and artistic development is not maximised.

## What the setting needs to do to improve further

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

- build on the daily routines of the nursery to ensure children are given the time and opportunity to develop and extend their independent play fully
- enrich the creative and artistic materials and resources that are available for older children to choose from, in order to enhance their development in creative and expressive art and design.

### Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children. She discussed the nursery's self-evaluation form and plans for development.
- The inspector spoke to staff, children and the leadership team throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

### Inspector

Estella Champion

## Inspection findings

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

Staff are skilled practitioners who are confident in their teaching, which has a positive impact on children's learning. Group times for all children are extremely well managed and planned. The youngest children are supported to join in through the use of props and the singing of familiar action rhymes. Group times for older children provide individual levels of challenge and prepare them very well for their move to school. Children engage with story time through the careful use of props and skilful questioning, which supports their self-motivation towards learning. Children have access to different indoor and outdoor areas at different times of the day. However, the routine of the nursery means that there are occasions when some children move on to a different area before they have had chance to extend and develop their current activity fully. The nursery has an attractive craft and creative space that all children can access. However, on some occasions, the resources that older children access are already selected before they arrive. This means that they have limited opportunities to make independent choices from a variety of resources to fully support their development in creative and expressive art and design.

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

Staff are dedicated and place children at the heart of what they do. Warm relationships are apparent throughout the nursery. Settling-in procedures are skilfully tailored to children's needs. A flexible key-person system ensures that children develop secure emotional attachments. Staff ensure continuity for children by carefully liaising with parents about children's individual care routines. Children's physical development is supported well. Children have opportunities to play in the large, appealing and very well-resourced outdoor areas, where they begin to manage risks for themselves. For example, older children are encouraged to make sure there is plenty of space available when making towers from large blocks to ensure that others are not hurt when the towers topple over. Staff are particularly skilled at supporting children's cooperative play. Staff are good role models and support children to appreciate each other's different needs and views. Consistent routines help to support children's developing independence. Teachers are invited into the setting to meet with children before they start school, ensuring that good relationships are formed in a familiar environment.

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

Effective systems for staff appraisal identify their training needs. Staff are encouraged and supported in their professional development. For example, a previously unqualified member of staff has recently completed a level 3 childcare qualification. Parents are valued as partners in their children's education. Parents feel informed and included in their children's learning at nursery. The views of staff, parents and children contribute towards the nursery's effective self-evaluation and plans for future development. Highly effective systems are in place to track children's progress and monitor their development across all areas of the curriculum, which ensure children receive the support they require.

## Setting details

<b>Unique reference number</b>	EY383668
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	858831
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Red Kite Day Care Nursery Limited
<b>Date of previous inspection</b>	10 February 2009
<b>Telephone number</b>	01423 867 345

Red Kite Children's Day Nursery was registered in 2008 and is located in Knaresborough, North Yorkshire. The ownership of the nursery changed in 2014. The current owner of the nursery holds Qualified Teacher Status. The nursery employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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