

Inspection date

11 May 2017

Previous inspection date

15 July 2016

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--------------------------------------------------------|----------------------|----------------------|---|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The provider has made significant improvements since the previous inspection. Leaders and staff conduct thorough risk assessments of their environment, including outings. This helps to identify and minimise any hazards to children's safety.
- The provider has secure accident and incident processes. For example, staff record the information, together with any first-aid administered, and inform parents.
- The provider evaluates the nursery well and sets targets for improvement. This helps to develop the quality of the provision and provide better outcomes for children.
- Staff understand how to work with other settings that children attend to achieve a consistent approach in meeting children's learning and development needs.
- Staff successfully support children's engagement and interest in their learning. For example, they provide age-appropriate group time to take their development further. Children make good progress and gain the skills they need for their future learning.
- Staff provide children with clear guidance and explanations to help them manage their behaviour. For example, they encourage children to share and take turns.

It is not yet outstanding because:

- Staff do not make the most of opportunities to support children fully in managing some daily routine tasks for themselves.
- Staff do not consistently provide opportunities for children to learn about each other's backgrounds and diversity.

What the setting needs to do to improve further

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

- increase opportunities for children to do things for themselves and fully develop their independence
- build further opportunities for children to learn about each other's similarities and differences.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint observation with the provider.
- The inspector held discussions with leaders and staff at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector spoke to parents and children.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the signs that would indicate that a child is at risk of harm and the processes to follow. They know what to do if they need to report any allegations about staff and welfare concerns about a child in their care. The provider oversees her staff well. For example, she provides regular meetings, observes their practice and identifies relevant training. This helps develop staff's knowledge and skills further. The provider successfully monitors children's progress. This helps identify any gaps in development early and provide the appropriate support. She understands how to use any additional funding to develop children's learning. Staff work well with other professionals to support children's specific needs.

Quality of teaching, learning and assessment is good

Staff use the information from their observations and assessments to plan for children's next stage in learning. They build their mathematical development well, such as counting, weighing and using positional language. Staff successfully engage children in conversations and encourage them to recall past events. Children develop their communication and language skills well. Staff sensitively follow children's play and ideas. They provide them with positive praise and encouragement, which aids children's self-esteem. Staff provide regular opportunities to involve parents in their children's learning. For instance, they have daily discussions and provide an online system to share children's achievements. They effectively help parents to continue their children's learning at home.

Personal development, behaviour and welfare are good

Staff provide a stimulating and welcoming environment. Children quickly engage in the wide range of activities available to them. Staff help children learn about healthy lifestyles. For example, they provide daily opportunities for children to be physically active, such as using equipment in the outside space. Overall, staff encourage children to build a positive sense of themselves and their place in the world. For instance, they look at pictures together of children with their families. Staff successfully support children's individual routines and well-being. For example, they ensure their rest and sleep time is consistent with their home patterns and provide calming music as they relax. Children learn to keep themselves safe, for instance, staff explain how to use equipment safely.

Outcomes for children are good

Children make progress that is appropriate for their age and prepare well for their move to school. They successfully develop their literacy skills. For example, children listen to stories and the initial sounds to words. They build their physical skills well. For instance, younger children join trains together and push them along, and older children throw hoops onto stands. They are confident to talk to adults about their wider experiences.

Setting details

| | |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY476511 |
| Local authority | Kent |
| Inspection number | 1095954 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 8 |
| Total number of places | 30 |
| Number of children on roll | 45 |
| Name of registered person | Rachelle Patricia Riley |
| Registered person unique reference number | RP905000 |
| Date of previous inspection | 15 July 2016 |
| Telephone number | 07888 755103 |

Care4kids Childcare registered in 2014 and is located in Charing, Kent. It offers care Monday to Friday from 8am to 6pm, throughout the year, except for bank holidays and a week in between Christmas. There are eight members of staff, six of whom hold appropriate early years qualifications. The manager has a relevant foundation degree and the deputy manager has a degree. The nursery receives funding for the provision of free education for children aged two, three and four years.

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