

Inspection date	13 July 2017
Previous inspection date	15 July 2013

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Behaviour is not always managed effectively to support children's individual needs. Some staff do not share clear expectations of acceptable behaviour. At times, children become disruptive. This impacts negatively on some children's enjoyment and engagement.
- Some areas are not planned or equipped well enough. Some older children do not have enough opportunities to explore, become curious or think critically. This limits the chances for children to initiate their own play, develop their own ideas and make good progress.
- Weaknesses in teaching have not yet been fully addressed to ensure that all children receive a good learning experience as they progress through the setting.

It has the following strengths

- Senior leaders have made some improvements in the setting. Focused investment has introduced welcome changes to the indoor and outdoor areas. Overall, this helps to provide a comfortable and welcoming environment for children and their families.
- Information gained through parent and child questionnaires is effectively used to initiate positive changes within the setting. For example, children suggest favourite books and stories which are obtained and enjoyed by all.
- Senior leaders know the families that attend the setting well. They provide additional support when needed and strive to accommodate individual families' changing needs.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure the learning environment in all areas of the setting provides all children with well-resourced and well-planned activities, that stimulate their thinking and encourage active learning	11/08/2017
■ ensure staff provide consistent boundaries that enable children to learn about acceptable behaviour, particularly during mealtimes.	11/08/2017

Inspection activities

- An inspector conducted a joint observation with the manager of the setting.
- The inspectors spoke to staff and children at appropriate times during the inspection.
- The inspectors carried out observations of teaching and children's learning both indoors and outside.
- The inspectors viewed documentation, including recruitment information, risk assessments and progress records.
- The inspectors spoke to parents and took their views into account.

Inspectors

Cheryl Walker / Elizabeth Mackey

Inspection findings

Effectiveness of the leadership and management requires improvement

Senior leaders support staff through regular supervision and observation of their practice. This has not proved wholly effective as it has not highlighted weaknesses in the way some rooms are organised. Leaders have an appropriate oversight of children's progress in the setting. Children from disadvantaged backgrounds are well supported. The arrangements for safeguarding are effective. Senior leaders are confident in their safeguarding responsibilities and form good links with outside agencies. Positive comments provided in parental feedback indicate that they are happy with the setting.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Not all children benefit from consistently good teaching. The learning environment in one of the preschool rooms does not sufficiently challenge children's thinking or stimulate curiosity to help them learn. In most areas, children show good levels of engagement and are keen to learn. Younger children enjoy a fun environment where their needs are met by staff that know them well. Staff are enthusiastic and show children respect. In turn, children respond well to their caring approach. Staff introduce children to new words to encourage and support language and communication skills. They are good story tellers and encourage children's enjoyment of books and stories. As a result, most children listen and some contribute to discussion.

Personal development, behaviour and welfare require improvement

Management of the lunch period in some rooms is not effective in helping children learn acceptable behaviour. Staff do not take control of the situation when some children's negative behaviour escalates, causing other children in the group to become upset. Consequently, some children do not enjoy or finish their meals. Other minor disputes between younger children are managed calmly, enabling children to settle back to activity quickly. Staff follow babies' individual routines so they are consistent with home. This helps the youngest children to feel emotionally secure and settle into the nursery environment. Children begin to learn about what keeps them safe. Staff gently remind them to walk sensibly down the stairs to the garden, holding on to the low level handrails.

Outcomes for children require improvement

Most children make steady progress. Inconsistent teaching however, means that some children are not helped to prepare as well as others for the next stages in their learning. Children with limited language, or those who are learning to speak English as an additional language receive the support they need to do well. They learn about routines and what happens next through visual prompts that aid understanding. Some young children are able to find and put on their own shoes when they get ready for garden play; others manage with support from staff. Most older children can sit and listen for short periods of time and are able to confidently recall what they have learnt about caterpillars.

Setting details

Unique reference number	103774
Local authority	Medway Towns
Inspection number	1098693
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 - 5
Total number of places	99
Number of children on roll	100
Name of registered person	Kidstreet Limited
Registered person unique reference number	RP524244
Date of previous inspection	15 July 2013
Telephone number	01634 848222

Kidstreet Nursery is a private nursery provision. It opened and was registered in 2004 and operates from four rooms in an adapted industrial building close to the centre of Chatham, Kent. Children have access to two enclosed outdoor play areas and one indoor area. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year excluding bank holidays and Christmas Eve.

There are 21 members of staff working directly with the children, 20 of whom hold appropriate early years qualifications to at least National Vocational Level 2. One apprentice is working towards a qualification. The nursery provides funded early education for two, three and four-year-olds and receives support from the local authority.

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