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| Inspection date | 31 August 2017 |
| Previous inspection date | 30 October 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- Staff know children well and build and maintain positive relationships with them. This helps children to settle happily into their play and have a good sense of belonging.
- The managers and staff effectively evaluate their practice. For example, they evaluate their activity plans daily and discuss how well they captured the interest of children. They use the feedback to support their action plans.
- Staff support all children to communicate with confidence. For instance, they consistently use visual props, such as puppets, when they sing with babies.
- Children learn good early writing skills to help prepare them for their move to school. For example, older children independently write their names and simple words.
- All children, including babies, have good opportunities to explore the world around them. For example, they regularly visit interesting places, such as attending an oyster festival.
- Children develop a good understanding and respect for other people's similarities and differences in the wider world. For instance, they learn about a wide range of events traditional to other religious beliefs, such as the festival of light for Hanukkah.

It is not yet outstanding because:

- Staff do not make the most out of their organisation of some larger group activities to help ensure that children of all ages remain fully engaged throughout.
- Staff miss some opportunities to extend children's understanding and use of mathematical ideas and concepts as they play, to help further develop their skills for their future learning.

What the setting needs to do to improve further

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

- review and improve the organisation of larger group activities to help ensure that children of all ages consistently remain fully engaged in their learning experiences
- extend opportunities for children to develop their understanding and use of mathematical ideas and concepts.

Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the nursery.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The managers closely monitor the consistency of quality of care and teaching that staff provide children. For example, they hold regular one-to-one performance meetings with staff and use the discussions to support improvement plans and highlight any training needs. All staff, including the managers, are keen to keep up to date and continue to build on their skills and knowledge even further. For instance, they attend regular training and learn different ways that children develop their physical skills. Staff establish positive partnerships with parents. For example, they regularly share children's achievements. This helps provide children with a good, consistent approach to their care and learning. Safeguarding is effective. The managers and staff all have a good knowledge of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. For instance, they know whom to contact to follow up any concerns they may have for children.

Quality of teaching, learning and assessment is good

Staff make good links with other early years professionals to help them learn new ideas. For example, staff regularly visit other settings to observe their practice. The managers and staff closely monitor children's progress. This enables them to promptly highlight any gaps in development and provide children with individual support to help them close them. Staff effectively support children to prepare for their eventual move to school. For example, children look at photographs of their new school classroom and teacher. This helps to familiarise them with these and to begin to understand what they will experience. Staff skilfully build on children's interests well. Children who enjoy books about witches are encouraged to make up spells and use a range of different ingredients to mix their own 'magic potions'.

Personal development, behaviour and welfare are good

Children are polite and behave well. They follow rules and boundaries and know what is expected of them. Children have good opportunities to challenge their physical skills. For example, older children confidently build obstacles to negotiate, such as balancing on wooden planks and jumping in and out of tyres. Babies use resources, such as baby walkers, to explore different ways of moving, such as taking steps. Children develop a good understanding of healthy eating. For example, they grow healthy fruits, such as tomatoes.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in their learning in relation to their individual starting points. For example, all children say 'good morning' in other languages, such as French. Children learn more complex skills and participate in regular experiments that require a good level of maturity, such as making erupting volcanos. Children gain good early reading skills. For example, older children recognise letters and babies show a keen interest in books.

Setting details

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| Unique reference number | EY313721 |
| Local authority | Kent |
| Inspection number | 1070713 |
| 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 - 4 |
| Total number of places | 48 |
| Number of children on roll | 56 |
| Name of registered person | Kindergarten Kids Limited |
| Registered person unique reference number | RP525809 |
| Date of previous inspection | 30 October 2014 |
| Telephone number | 01227 772 200 |

Kindergarten Kids Ltd registered in 2002. It is located in Whitstable, Kent. The nursery is open Monday to Friday from 7.15am until 6.30pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 15 members of staff, 11 of whom hold a relevant early years qualification at level 2 or above, including one member of staff who holds a level 4, one staff member who holds a level 6 and the manager who has early years professional status.

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