

Katie's Kindergarten

3 Grange Road, Thorngumbald, East Riding of Yorkshire, HU12 9PR



Inspection date

8 September 2017

Previous inspection date

8 July 2013

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 are positive role models and support children to behave well. Children are polite, demonstrate good manners and are cooperative.
- Staff establish effective partnerships with parents and other early years professionals. They understand the importance of maintaining a two-way flow of communication to help provide consistency in children's care and learning.
- Staff use a range of teaching methods to encourage and motivate children to extend their learning. Children benefit from a stimulating and carefully planned learning environment. They are enthusiastic learners and enjoy their time at the nursery.
- Children demonstrate they are happy and relaxed. Children who are new to the nursery quickly settle with support from their designated key person. Babies' care needs are swiftly attended to. For example, they are offered frequent drinks, food and cuddles.

It is not yet outstanding because:

- Although the management team holds regular supervisory meetings with staff to identify their individual training needs, they have not yet fully implemented ways to help raise the quality of practice and teaching of less experienced staff in the toddler room to the highest level.
- Staff do not always gather specific information from parents about what children already know and can do when they first attend the nursery. This means that initial assessments of their abilities sometimes lack precision.
- On occasions, staff do not give children enough time to think of their own answers to questions during adult-led activities.

What the setting needs to do to improve further

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

- build on less experienced staff's professional development in the toddler room to help increase the quality of practice and teaching to the highest possible standard
- gather specific information about what children know and can already do when they first attend to establish a more detailed initial assessment
- give children more time to answer questions during adult-led activities to support them to solve problems and think for themselves.

Inspection activities

- The inspector completed a joint observation with the manager of the toddler room and evaluated the impact of teaching on children's learning.
- The inspector looked at relevant documentation, including policies and written records. She checked evidence of the suitability of all staff working at the nursery.
- The inspector completed a guided tour of the nursery with the owner. The tour included all outdoor and indoor areas and included equipment, toys and resources.
- The inspector spoke to staff, children, and parents during the inspection and took account of their views.
- The inspector held discussions with the management team and owner.

Inspector

Karen Tyas

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff have a secure knowledge of the procedures they must follow if they have any concerns about a child's safety and welfare. Staff monitor children's progress effectively overall. They ensure that any gaps in children's learning are identified and additional support is provided to help close the gaps. All staff complete mandatory training and most have completed paediatric first-aid training. They have defined roles and responsibilities and work well as a team. Staff inform parents of their child's progress through daily discussions and written comments recorded in daily diaries. Children, parents and staff are involved in decisions made to improve the overall quality of the nursery. Parents speak highly of the nursery.

Quality of teaching, learning and assessment is good

The highly qualified staff understand how children learn. They provide stimulating and inviting play areas with age-appropriate, good quality resources and activities that help children to learn. Babies are given toys that stimulate their senses and support their physical development. They shake maracas and join in making marks with large chinks. Toddlers use their imagination during role-play games. They imagine they are making food from modelling dough. Children in the pre-school room enjoy adult-led activities that enthuse and challenge them. They draw and paint pictures of people that help them. They talk about their own families and the professional roles they have in the community.

Personal development, behaviour and welfare are good

Staff praise children for their achievements which helps to promote their self-esteem and emotional well-being. They have designated places to keep their bottles and other belongings and freely access them with confidence and familiarity. Staff encourage children to become independent thinkers. They make food choices at lunchtimes, pour their own drinks and decide what activities they wish to take part in. Children learn about healthy lifestyles. They grow fruit and vegetables in the nursery vegetable plot, which they enjoy cooked in meals, provided daily by the nursery. Children enjoy opportunities to play in the fresh air everyday. They squeal with excitement during a parachute activity where they count, chase after and roll different-sized balls. Their physical skills are practised when they balance on the climbing equipment, run on the spot and use the wooden mud kitchen, sand and water.

Outcomes for children are good

Children make good progress in relation to their starting points including children who receive funded education. They demonstrate interest and perseverance during their chosen activities. Children are prepared well for the next stage in their learning. They are confident communicators, learn to count in sequence and identify colours. Children enjoy songs and rhymes and understand mathematical language, such as in the middle, on top and underneath. Children practise early writing skills when they make marks on a chalk board and extend their understanding of letter sounds during adult-led group activities.

Setting details

Unique reference number	314657
Local authority	East Riding of Yorkshire
Inspection number	1064023
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 - 10
Total number of places	42
Number of children on roll	34
Name of registered person	Kathleen Mills
Registered person unique reference number	RP909549
Date of previous inspection	8 July 2013
Telephone number	01964 622 135

Katie's Kindergarten registered in 1996. The nursery opens from Monday to Friday, all year round, apart from bank holidays and the Christmas period. Sessions are from 7am to 6pm. The nursery employs 10 members of childcare staff. Of these, 9 hold appropriate early years qualifications from level 2 to level 4 and the owner holds a degree and qualified teacher status. The nursery receives funding to provide free early education for two- and three-year-old children.

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