

Inspection date	6 February 2018
Previous inspection date	15 February 2017

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 and staff have made significant improvements since the last inspection. They have improved the quality of teaching and established strong links with other settings children attend. This helps provide continuity in children's care and learning.
- Children thrive in the improved organisation of the setting. Staff provide a broad range of activities and experiences that help children make good progress in their learning.
- Children are happy in this small, secure, friendly and caring nursery. They are keen to explore indoor and outdoor activities and are well motivated in their play.
- Staff frequently praise children for their efforts and achievements. They encourage them to be considerate, kind and respectful.
- Staff support children's developing independence well. For example, they help children put their own hats and coats on and to feed themselves.
- The provider and staff evaluate the nursery well. They gain parents' and children's views, and implement action plans to guide improvements.

It is not yet outstanding because:

- Staff do not always help to promote children's literacy skills in the outdoor area.
- Occasionally, staff do not provide enough opportunities to enhance children's mathematical awareness in everyday activities.

What the setting needs to do to improve further

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

- increase the opportunities for children to develop their literacy awareness during outside play
- develop children's mathematical skills through everyday activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on the children's learning and development.
- The inspector completed a joint observation of an activity with the provider.
- The inspector looked at a range of documentation, including records, policies and the setting's self-evaluation plans.
- The inspector spoke to the children and staff throughout the inspection.

Inspector

Mary Vandeppeer

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to recognise children at risk of harm or extreme views, and what procedures to follow. Robust and effective recruitment processes ensure that the staff working with children are suitable to do so. The provider monitors staff practice to identify training needs to enhance their skills. For instance, they have assessed and improved the layout of the play areas to help meet the individual needs and abilities of the children more effectively. The provider tracks children's progress to identify any gaps in learning and implements plans to help reduce these. The staff engage well with parents, other agencies and settings children attend, to further promote continuity in their learning. Comments from parents show how they value the information from key persons, helping them extend their children's learning at home.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of how children learn and how to engage them through their interests. They provide a purposeful and enjoyable environment for children in which to learn. There are many opportunities for them to explore and lead their own play. For example, younger children spend a lot of time role playing scenarios they see at home. Some comfort their dolls, change and feed them. Others go shopping and prepare pretend meals. Staff talk with children as they play, taking turns in conversation and modelling how to say words correctly. Children quickly learn to recognise their photograph and later their own name displayed on a picture board. Where children need some additional help to achieve further, staff identify this and implement plans to help them progress.

Personal development, behaviour and welfare are good

Children develop a sense of belonging and form close attachments to staff in the nursery. The key-person system helps children to settle swiftly and feel safe. Staff support children's health well. Food is healthy and nutritious. Daily outdoor play opportunities provide children with access to a wide variety of natural resources, such as water as they watch and learn how it flows down gutters mounted on a wall. A mud kitchen encourages children to use their creative skills to mix different ingredients together and see what they make. Children are well behaved for their age. They take turns and listen carefully to staff guidance.

Outcomes for children are good

Children are confident and independent. They gain the relevant skills they need for starting school. For example, even the youngest children are starting to put on their own hats and coats with little assistance. Children enjoy opportunities to practise early writing skills and learn the letters of their name. This helps to develop their literacy skills. Children make good progress in their learning.

Setting details

Unique reference number	EY501096
Local authority	Kent
Inspection number	1085283
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	1 - 7
Total number of places	12
Number of children on roll	42
Name of registered person	Kinderversity Limited
Registered person unique reference number	RP910114
Date of previous inspection	15 February 2017
Telephone number	01892 458231

Kinderversity registered in 2016 and is located in Brenchley, near Tonbridge, Kent. The nursery is open from 7am to 7pm each weekday, for 51 weeks of the year. There are four members of staff, two of whom hold early years qualifications at level 3. The provider/manager is also qualified to level 3.

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