

# Evolution Kids Club and Nursery

Grove Park Cp School, Hilton Drive, Sittingbourne, Kent, ME10 1PT



## Inspection date

5 March 2018

## Previous inspection date

17 February 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 get to know children's individual personalities well. They establish positive and trusting relationships. Children have good levels of well-being and a sense of belonging.
- The manager and staff keep parents fully involved and informed in their children's learning. For example, they encourage them to regularly add to their learning records.
- Children have good opportunities to develop good early literacy skills to support their future learning. For instance, older children recognise letters and simple words. Younger children enjoy a wide range of books, such as interactive pop-up stories.
- There are good opportunities for children to explore and regularly participate in interesting experiments, such as separating different liquids that included water and oil.
- The manager and staff effectively evaluate their practice together. For example, they review the effectiveness of daily plans to discuss how well they felt they motivated and engaged children to learn. They use the findings well to support their activity plans.
- Staff support children to develop good speaking and listening skills. For instance, they consistently and respectfully reinforce the correct pronunciation of words.

### It is not yet outstanding because:

- The manager and staff do not make the most out of opportunities to strengthen the partnerships with other early years professionals at settings children also attend.
- Staff miss some opportunities to extend even further children's understanding and respect of other people's similarities and differences from around the world.

## What the setting needs to do to improve further

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

- build even further on the partnerships with other early years professionals at settings children also attend, to help provide a more consistent approach to their shared care and learning experiences
- extend children's opportunities to understand and respect other people's similarities and differences in the wider world, outside of their own communities and experiences.

### Inspection activities

- The inspector observed staff interactions with children and assessed the impact on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation of an activity with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager closely monitors the quality of care and teaching that staff provide children. For example, she regularly observes staff interacting with children. She provides them with helpful advice to support their future practice. The manager and staff are keen to keep their knowledge up to date and build on their knowledge and skills further. For instance, they regularly attend beneficial training. They know how to help children develop their communication skills in different ways, for example, using simple signing. Additional funding is used effectively to meet children's individual learning needs. For instance, staff purchased additional resources to interest children in outdoor play. Safeguarding is effective. The manager and staff have a good understanding of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. Children learn how to keep themselves and others safe. For example, they regularly practise exiting the building quietly and calmly in fire evacuation drills.

### Quality of teaching, learning and assessment is good

The manager and staff closely monitor children's individual and specific group progress, such as children who have special educational needs (SEN) and/or disabilities. This helps staff promptly highlight any gaps in their development and provide children with good support to help them catch up in their learning quickly. Staff skilfully help children to prepare for their future move to school. For example, children visit the facilities of the school and this helps them to understand what to expect. Staff effectively extend children's interests well. For instance, children who enjoy basic technology, go on to learn how to create a picture using a computer program.

### Personal development, behaviour and welfare are good

Staff are positive role models. Children are polite and behave well. They happily share and take turns, such as during team games. Children develop good understanding of the importance of healthy lifestyles. For example, they independently choose to engage in quieter activities or exercise. Older children meet their individual care needs confidently. All children gain good physical skills. They learn to move in interesting ways, such as making and confidently negotiating obstacle courses, and jumping in and out of tyres.

### Outcomes for children are good

All children, including those who have SEN and/or disabilities, make good progress in relation to their individual starting points. All children develop good early mathematical skills. Younger children enjoy number songs and older children complete simple sums and confidently count as they play. Children develop good early writing skills. For example, older children write their name with confidence and younger children give meaning to the marks they make as they paint.

## Setting details

<b>Unique reference number</b>	EY395966
<b>Local authority</b>	Kent
<b>Inspection number</b>	1068954
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Evolution Kids Club & Nursery Limited
<b>Registered person unique reference number</b>	RP529487
<b>Date of previous inspection</b>	17 February 2014
<b>Telephone number</b>	01795 431323

Evolution Kids Club and Nursery registered in 2009. It is located in the grounds of Grove Park Primary School in Sittingbourne, Kent. The setting is open Monday to Friday from 7.30am until 6pm, all year round. The provider receives funding to provide free early education for children aged two and three years. The setting employs nine members of staff, six whom hold a relevant early years qualification at level 2 or above, including one member of staff who holds a relevant early years qualification at level 5.

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