

# Kiddiecare Kindergarten

Isted Rise Primary School, Downs Road, Isted Rise, Gravesend, Kent, DA13 9HG



## Inspection date

17 May 2018

Previous inspection date

20 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children's communication and language are positively supported through gestures, expressions, signing, simple and complex speech and effective questioning. Children listen intently and have timely opportunities to respond to staff's questions to support their understanding.
- Children's physical well-being is promoted well. They learn about hygiene procedures through demonstrations and clear explanations. They confidently use different physical movements in the garden and are encouraged to use tools in many ways. Children are mindful of their peers and remind each other about the rules to keep themselves safe.
- Children are very settled and happy. They develop close bonds with familiar staff who reassure them and give high levels of praise and encouragement to help promote their sense of safety and security.
- Young children's concentration and focus skills are supported well through songs, repetitive activities and positive interactions. Knowledgeable staff know young children's interests and preferences in play to help support their next steps in their learning.

### It is not yet outstanding because:

- At times, less confident children are not as positively engaged and interacted with in large-group activities.
- Sometimes, staff do not fully support purposeful learning opportunities for individual children through creative activities.

## What the setting needs to do to improve further

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

- provide increased support for less confident children to enable them to fully participate in large-group activities
- make planned, creative activities more purposeful to help support each child's next steps in their development.

### Inspection activities

- The inspector observed activities and staff interactions with children in the indoor and outdoor areas.
- The inspector took into consideration the setting's self-evaluation.
- The inspector carried out a joint observation with the setting's manager.
- The inspector looked at a wide range of documentation, including policies, children's records and suitability checks for staff.
- The inspector spoke to parents and carers and took account of their views.

### Inspector

Claire Parnell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable and fully trained in procedures to help protect children from harm. Documentation is completed appropriately to promote children's ongoing welfare. Staff are eager to improve their practice continuously. They implement ideas and new strategies on their return from training. Management effectively assesses changes to staff's practice to look at how successful the impact is on children's care and learning. The partnerships with parents are positive. Staff work closely with parents to provide a consistent approach towards children's ongoing welfare and development.

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

Staff are well deployed and provide positive interactions for children in the indoor and outdoor play environments. They provide a wealth of experiences and resources to support children's curiosity and deep thinking. For example, staff encourage children to explore and experiment with coconut shells, using the holes in them to look at what is hidden inside. Staff use an ever-developing assessment programme to observe and track children's development. This helps staff to identify children's progress and plan for their next steps. Staff work closely with other professionals to support children's continuous development. For example, they use guidance from speech and language specialists to close gaps in some children's language development.

### Personal development, behaviour and welfare are good

Children show care and compassion towards their friends. They are quick to respond when a child hurts themselves. For example, they tell staff when someone has fallen off the bicycle. They rush to help lift the bicycle and comfort the child. Staff are good role models, who are seen to actively help each other and encourage others. Children access the garden everyday through planned and child-initiated play experiences. They help themselves to water to quench their thirst. Parents are encouraged to provide healthy packed lunches. Staff talk to children about the contents of these to support their knowledge of healthy eating. Children learn to be independent and make choices for themselves. Staff help children to put on their coats. These developing self-help skills help them prepare for school.

### Outcomes for children are good

Children explore and experiment with different sensory materials. For example, they explore the paper grass and leaves in the farm play, identifying what animals eat and how they live. They associate play equipment with natural resources and relate these to everyday experiences stating, 'My rabbit eats carrots and so do I, they're good for you.' They use effective role play to act out experiences from their lives. Children use coins and notes when they visit the shop in the garden, to buy foods and items that they see at home.

## Setting details

<b>Unique reference number</b>	EY382505
<b>Local authority</b>	Kent
<b>Inspection number</b>	1071064
<b>Type of provision</b>	Sessional 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 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Kiddistaff Ltd
<b>Registered person unique reference number</b>	RP528525
<b>Date of previous inspection</b>	20 November 2014
<b>Telephone number</b>	01474833424

Kiddiecare Kindergarten registered in 2009. It is privately owned by Kiddistaff Ltd and operates from a building in the grounds of Istead Rise Primary School. It is open five days a week from 9am to 3pm, term time only. There are 10 members of staff. Six staff hold early years qualifications at level 3 or above. One member of staff holds early years practitioner status. The setting provides funded places for early education for two-, three- and four-year-olds.

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