

Kiddie Kastle Children's Day Nursery

1099 Hessele Road, Hull, HU4 6SB



Inspection date

26 June 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- The provider demonstrates a strong commitment to improving the quality of the provision. Self-evaluation is ongoing and identifies some areas for improvement within the provision and outcomes for children.
- Children are happy and well settled. The key-person system is effective and helps children form secure attachments. Children are independent, motivated and imaginative. They have good social skills and demonstrate good communication skills.
- Partnerships with other professionals involved in children's learning and care are effective. Staff quickly identify when children may require additional support and swiftly seek guidance and put strategies into place to support their learning and care.
- Staff are qualified. They observe children when they play, identify the next steps in their learning and generally, plan stimulating activities for the children. Children make good progress in their learning and development from their starting points.

It is not yet outstanding because:

- In-depth information about children's abilities and skills on entry and ongoing, is not yet securely gained from all parents to inform planning right from the start and onwards.
- Occasionally, staff do not plan group times for toddlers, such as story time, as effectively as possible which causes children to become distracted and lose concentration.
- Monitoring of staff teaching is not yet rigorous enough to raise the quality of teaching to the very highest levels and support all children's progress even further.

What the setting needs to do to improve further

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

- strengthen ways to help all parents regularly share information about their children's abilities and skills at home, on entry and on an ongoing basis, to contribute to the assessment of what children can do and use it to build on their learning
- plan the duration of group times for toddlers more effectively to maintain their interest in the learning that is taking place
- strengthen the processes for monitoring staff's teaching so that all children benefit in their child-initiated play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents.
- The inspector had a tour of the areas used. She held meetings with the provider at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation. She carried out a joint observation with the provider.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures, and risk assessments.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate a very good knowledge of the signs to look out for and procedures to follow if they have concerns about a child. The provider implements secure recruitment and induction procedures to help ensure the continued suitability of staff. Training is directed well to support children's ongoing development. An electronic system is used to record observations and assessments, and is monitored by the management team. Any areas of learning where children's progress is behind are quickly addressed to ensure the gaps are swiftly closed. Staff work closely with other agencies to ensure children get the support they need. Transitions to new rooms and to school are effective. Parents say that their children enjoy coming to nursery and that staff are supportive. Overall, partnership with parents is positive.

Quality of teaching, learning and assessment is good

Overall, staff use what they know about children well to help promote learning. Older children join in with group activities and demonstrate good listening skills. They recognise their own name and identify shapes. For example, they use brushes in water on the playground to enhance their early writing skills. Toddlers enjoy making marks using various tools. This helps to support their literacy and mathematical development well. Older children introduce storylines into their puppet play. Toddlers explore small-world toys and move these to show their understanding of the world. This promotes children's imaginative play. Babies enjoy looking at books as they snuggle with staff. This supports their communication and language development well as staff point out words.

Personal development, behaviour and welfare are good

Children build secure relationships with staff and their key person. For example, key persons stay with children during their move into the next room. Children behave well. Staff give children gentle reminders, such as to use 'walking feet' indoors, to promote positive behaviour. Staff encourage children to share and take turns when they play alongside them. Children sit in social groups during all mealtimes and learn appropriate skills, such as using utensils and being polite. Outdoors toddlers enjoy extending their physical skills. They use ride-on toys and safely manoeuvre around objects, which helps to develop their spatial awareness. Staff boost children's self-confidence through praise for their efforts.

Outcomes for children are good

All children make good progress from when they start. This includes children who have special educational needs and/or disabilities, children who speak English as an additional language and funded children. Additional funding is used well. For example, external professionals are brought in and offer music and movement sessions for the older children. This helps them with their control and coordination skills. Toddlers fill and empty containers using water, sand and compost. This helps to promote their small-muscle skills. Babies confidently explore their surroundings. They are supported by caring staff to experiment with resources and learn new skills. Children are well prepared for their future learning and the eventual move on to school.

Setting details

Unique reference number	EY501438
Local authority	Kingston upon Hull
Inspection number	1054116
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 - 8
Total number of places	37
Number of children on roll	66
Name of registered person	Kiddie Kastle Partnership
Registered person unique reference number	RP906006
Date of previous inspection	Not applicable
Telephone number	01482 571192

Kiddie Kastle Children's Day Nursery registered in 2016 following a change to its legal entity. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3, 4 or 5. The nursery opens from Monday to Friday, except for bank holidays, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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