

Red Kite Children's Day Nursery

Thistle Hill, Knaresborough, North Yorkshire HG5 8LS



Inspection date	12 September 2018
Previous inspection date	12 June 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The energetic, influential and inspiring management team actively seeks the views of parents, staff and children to ensure the highest levels of achievement and quality for all. Parents describe the staff as 'compassionate' and 'caring', and say that they promote experiences that enthuse, engage and motivate children's learning.
- Children who have special educational needs (SEN) and/or disabilities thrive in this stimulating environment. Staff go on specialist training to reflect the needs of individual children, to help ensure that children make substantial progress.
- Staff provide highly stimulating activities for all ages and meticulously enhance activities further while children are fully engaged to support learning and development.
- Managers have a rigorous system to ensure that staff and apprentices provide children with high-quality care. The staff team is supported extraordinarily well by the management team through supervisions, regular meetings and training.
- With the care and teaching of the inspiring staff team, children progress exceptionally well and develop secure foundations for future learning.
- Children display high levels of positive behaviour as they form warm and caring attachments with staff and with their peers. Staff are excellent role models to the children. They ensure children's feelings and emotions are spoken about, and children begin to understand how they are feeling.

What the setting needs to do to improve further

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

- continue to explore further opportunities to develop children's fascination with messy play in the outdoor areas.

Inspection activities

- The inspector received written communications and spoke with parents during the inspection, taking into account their views. The inspector spoke to children and staff throughout.
- The inspector discussed children's progress with the management team, staff and parents.
- The inspector spoke with management at appropriate times throughout the day and conducted a joint observation of teaching with the manager.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this had on learning and development.
- The inspector held a meeting with the director and manager. Together they reviewed relevant documentation, including recruitment processes, and discussed self-evaluation and priorities for improvement.

Inspector

Megan Holmes

Inspection findings

Effectiveness of leadership and management is outstanding

Parents, staff and children have exceptional respect for the managers, who use insightful evaluations of practice to continue to build on the outstanding provision. Managers explore ways to improve planning to maintain superb outcomes for children. They have robust policies and procedures to help ensure children are safe. Safeguarding is effective. Managers have a well-embedded policy for staff recruitment, promotion and apprenticeships. They support staff superbly through regular meetings, teaching and training. Their enthusiasm is uplifting, and staff's commitment to children is exceptional.

Quality of teaching, learning and assessment is outstanding

Staff are exceptionally skilled at producing accurate assessments which help them identify strengths and gaps in learning. They use these to tailor the curriculum to children's individual needs while expertly promoting learning through play and routines. Babies explore indoors through soft play, sensory equipment and planned activities to encourage development in core areas. They thrive in the creative area, analysing objects they find in the shaving foam, enhancing fine motor skills and communication. Staff rotate areas to keep children stimulated and exploring. Children have a rich and imaginative selection of messy play, which staff intend to develop further outdoors. Children go on a 'Gruffalo' hunt, walking through the meadow and sandpit, developing their mathematical skills. Staff have high-quality relationships with children who have SEN and/or disabilities, and exceptional communication with other agencies. Children begin to recognise their name and they find their name card and spell out the letters. They celebrate achievement together, developing self-confidence and literacy skills.

Personal development, behaviour and welfare are outstanding

Children's self-confidence is promoted remarkably well. For example, the outdoor area allows children to assess risk for themselves as they access large-scale climbing equipment. They gauge how to use the firefighter's pole, wrapping their legs and arms around it to slide down safely. Children's behaviour is exemplary as they consider the feelings of others and resolve conflict for themselves. Children flourish in the setting as multiple sessions are assigned to build a healthy relationship with the key person. Children enjoy home-cooked seasonal food together at mealtimes, which promotes a healthy lifestyle. They gain wonderful first-hand opportunities to expand their understanding of people, families and communities through creativity, imagination and teaching. Tolerance and respect are embedded into everyday practice through routines, high expectations of all children, and carefully planned opportunities for democracy.

Outcomes for children are outstanding

Children are consistently stimulated and eager to join in activities. For example, they explore a sunflower to investigate the seeds, stem and weight, enhancing the activity to make 'potions'. Children make superb progress from their starting points, including those who have SEN and/or disabilities, who are thoroughly supported. Managers ensure appropriate funding is in place and staff go on specialist training to provide the best possible care. Children are all extremely well prepared for school. Staff are well prepared for children starting the nursery with additional languages to promote inclusion for all.

Setting details

Unique reference number	EY383668
Local authority	North Yorkshire
Inspection number	10071087
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	36
Number of children on roll	48
Name of registered person	Red Kite Day Care Nursery Limited
Registered person unique reference number	RP905835
Date of previous inspection	12 June 2015
Telephone number	01423 867 345

Red Kite Children's Day Nursery registered in 2008 and is located in Knaresborough, North Yorkshire. The ownership of the nursery changed in 2014. The current owner of the nursery holds qualified teacher status. The nursery employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 4. The nursery opens from Monday to Friday, 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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