

Little Explorers Kindergarten Riverside

Riverside Community Centre, Dickens Road, GRAVESEND, Kent DA12 2JY



Inspection date	18 June 2019
Previous inspection date	20 June 2014

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

Summary of key findings for parents

This provision is good

- This setting provides a highly nurturing environment where staff develop extremely positive relationships with children and their families. Consequently, children settle in quickly and develop a great deal of confidence as they feel very secure with the adults who care for them.
- Staff have close partnerships with schools and outside agencies to ensure that all children receive consistent standards of care. They ensure that children receive the help and support they need to catch up in their learning.
- Staff make the most of opportunities to support children during the daily routine. For example, they help children expand on what they say, by pronouncing words clearly and introducing more complex sentences. They also plan sessions to target children's speech and language. These approaches ensure that all children develop confidence and make progress in their communication skills.
- Partnerships with parents are well established. Staff involve parents by exchanging information about their children's achievements and learning at the setting and at home. Parents comment on how well staff help their children to become confident and sociable.
- Staff provide a wide range of activities and resources which maintain children's attention and enable them to learn through play. However, there are occasions when a wider range of resources could be provided for younger children to succeed in what they set out to do.
- The systems for overseeing the quality of teaching do not evaluate the whole curriculum to consider the purpose and value of all activities. For example, managers have not reflected on the approach some staff use to introduce early reading to young children.

What the setting needs to do to improve further

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

- consider how some resources can be adapted or changed when younger children find activities too challenging, in order to maintain their attention
- evaluate the curriculum with more rigour to consider the purpose of all activities and aim for an outstanding quality of teaching.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector sampled a range of documentation, including children's learning records, policies and training records.
- The inspector conducted a joint observation with the registered provider.
- The inspector held a meeting with the management team.
- The inspector spoke to children, parents and staff to consider their views on the nursery.

Inspector

Linda du Preez

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Adults are clear about their roles and responsibilities to keep children safe. There are clear arrangements in place for staff recruitment, induction and supervision. Staff attend a range of training, such as supporting children with technology and science. These arrangements help to promote good outcomes for children. Leaders have a clear picture of the progress of individual children and how well groups are achieving. They take action to help children to catch up. For example, they noticed that some groups of children lack enthusiasm for books, and they developed literacy bags to spark their interest.

Quality of teaching, learning and assessment is good

Staff seek relevant information from parents and observe and assess children's learning well. Their interactions with children are strong and positive. They talk to children and consistently use open-ended questioning to challenge and extend children's thinking. For instance, when children play with construction materials, staff encourage them to predict what may happen and consider a range of possibilities. Consequently, children think deeply, share their ideas and communicate confidently. Staff take opportunities to develop children's mathematical thinking, introducing conversations about weight, capacity and volume. These experiences support children in developing valuable skills in readiness for starting school.

Personal development, behaviour and welfare are outstanding

Staff are highly positive role models, who demonstrate respect, kindness and a very caring attitude. They teach children to consider the needs of others and strive to ensure that each and every child feels included and valued. Consequently, children are exceptionally well behaved and develop outstanding social skills which prepare them very well for the next stages in their learning. Staff have an excellent approach to teaching children about safety and their own well-being. For example, children talk about the importance of wearing safety goggles when they use construction equipment.

Outcomes for children are good

Children are very settled, secure and confident as they explore and learn through play. Younger children enjoy the well-resourced outdoor area, where they develop strong physical skills, climbing, running around and exploring. Older children learn about complex scientific principles, such as why some objects make a bigger splash than others, during water play. All children become very independent as staff encourage them to have a go and try things out for themselves. Children take responsibility for their environment, for example enthusiastically tidying and helping to sweep up. Managers make careful use of funding to support positive outcomes for children. For example, they identify how some children benefit from outdoor experiences. They use funding to develop a sensory garden, where children enjoy learning about the natural world as they grow and nurture plants and foods.

Setting details

Unique reference number	EY470680
Local authority	Kent
Inspection number	10105147
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	57
Name of registered person	Little Explorers Kindergarten Ltd
Registered person unique reference number	RP533177
Date of previous inspection	20 June 2014
Telephone number	07932061880

Little Explorers Kindergarten Riverside registered in 2013 and is owned by Little Explorers Kindergarten Ltd. It operates in Gravesend, Kent. The kindergarten is open Monday to Friday, term time only, from 9am to 12 noon and 12 noon to 3pm. The provision receives funding to provide free early education for two- and three-year-old children. There are nine members of staff who work with the children, eight of whom hold appropriate early years qualifications to at least level three and the provider is qualified to level five.

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