

Kidstreet Nursery

Unit E, 29-38 Jenkins Dale, Chatham, Kent ME4 5RD



Inspection date

8 July 2019

Previous inspection date

13 April 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Teaching is variable. Staff do not always use next steps in learning effectively when planning activities which challenge children and ensure they make good progress.
- Some of the outside space used by children is not stimulating, nor does it promote purposeful learning. Staff undertake risk assessments but these are not always thorough, hence an area of broken decking was not identified.
- Although the deputy manager monitors children's assessments, she does not always ensure that these are accurate. The manager does not have a robust overview of children's learning and progress.
- Staff do not consistently evaluate their assessments of children's development to ensure they have an accurate knowledge of children's needs and their next steps in learning, hence progress is inconsistent.

It has the following strengths

- Relationships between the staff and children, and between the children themselves, are positive. This helps to support children's emotional well-being. Children are confident, feel safe and behave well.
- Parents value the regular communication they have with their child's key person. They say children are well supported, happy and safe in the setting.
- Children benefit from a clean and hygienic environment.
- Staff have built purposeful partnerships with other settings where care is shared, including school. Children and their parents have opportunities to meet their new teachers. Information about children's learning and progress is shared with schools and other settings.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure that risk assessments are effective in identifying and addressing hazards which pose a danger to children's safety, such as the area of decking in the outside area.	09/07/2019

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

- ensure that all staff use next steps in learning effectively when planning all activities which challenge children
- develop the outdoor area, particularly for older children, to make it stimulating and inviting and to promote purposeful learning
- ensure that the manager has a robust oversight of the moderation, use and accuracy of assessments
- improve assessment procedures further to ensure that all staff use the information gained from observations to evaluate children's learning and accurately identify children's level of achievement and next steps in learning.

Inspection activities

- The inspector had a tour of the premises and held discussions with the owner and the manager about the provision.
- The inspector and the manager observed adults interacting with children and discussed the impact on children's learning.
- The inspector spoke to staff, parents and children and took their comments into account.
- The inspector reviewed the documents relating to the safeguarding of children and the management of their behaviour.
- The inspector looked at children's records of learning and progress.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. All staff know the signs and symptoms to be aware of that may indicate a child at risk of harm. Staff know the procedures to follow and the people to contact if they have a concern about a child's safety or welfare. Although staff conduct regular risk assessments, these are not always effective. For instance, an area of decking outside poses a potential tripping danger to children, which staff did not identify. Staff benefit from regular one-to-one meetings with the manager or her deputy to discuss improvements to their practice and training needs. Children with special educational needs and/or disabilities (SEND) receive support and, where necessary, are referred to external professionals.

Quality of teaching, learning and assessment requires improvement

Although staff regularly observe children as they play and learn, they do not always use this information to gain an accurate understanding of children's precise learning needs and plan appropriate activities to take their learning forward. For instance, older children show an interest in books but staff miss opportunities to help them recognise simple words and letters to help them to make better progress. Young children enjoy the feel of different textures, but staff do not plan further activities to encourage them to explore other materials to help to build on their learning. Children use their imaginations well, as they create aeroplanes out of chairs and make visits to the 'beach'. They develop early writing skills, using tissue paper to create the letters in their names and writing simple words. Staff support children's communication and language. For instance, they speak very clearly to help support children's accurate pronunciation.

Personal development, behaviour and welfare require improvement

Transitions between rooms are smooth, helping to support and maintain children's self-confidence. Staff support children to behave well and take turns during their play. For example, staff introduce timers to successfully resolve a conflict over the use of a particular toy. Children are supported in learning to independently manage their personal care, including dressing themselves. They have opportunities to engage in outdoor physical play, but these are not always sufficiently well planned or varied. For example, children ride bicycles and scooters outside but there are no clear guidelines about the direction of travel, hence creating a situation where accidents could easily occur. Older children lack the opportunity to develop other physical skills, such as throwing and catching. Children have regular opportunities to find out about diversity in their own environment and the wider world.

Outcomes for children require improvement

Children are prepared for the next stage of their education, including school. Older children attend to their own personal needs, while younger children develop independent skills in feeding themselves. Children recognise basic shapes, count and make marks using different tools. Assessment does not always support the consistent progress of all groups of children effectively. Children with SEND make typical progress.

Setting details

Unique reference number	103774
Local authority	Medway
Inspection number	10114553
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	108
Number of children on roll	101
Name of registered person	Kidstreet Limited
Registered person unique reference number	RP524244
Date of previous inspection	13 April 2018
Telephone number	01634 848222

Kidstreet Nursery registered in 2004. It is located in Chatham, Kent and is open Monday to Friday from 7.30am until 6.30pm all year. The setting receives funding to provide free early education for children aged two, three and four years old. The setting employs 18 members of staff, 14 of whom hold relevant early years qualifications at level 2 or above. This includes one member of staff who has a relevant early years degree.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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