

<b>Inspection date</b>	22 August 2019
Previous inspection date	27 July 2015

<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 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 experienced manager has high expectations for what children can achieve and ensures good standards of care and education at all times. Staff morale is high and the staff work very well together. They meet regularly to discuss their strengths and to identify areas to develop. This has a positive impact on the outcomes for children.
- The staff have a good understanding of how children learn. They provide a wide range of enjoyable and interesting play activities. Children make consistently good progress.
- Children are secure and happy. They confidently express themselves and make their needs known. Staff supervise children well. Children receive good levels of care from the strong and established staff, who have a lovely rapport with the children.
- The nursery places a strong focus on play and learning in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement. This helps them to develop new skills and supports their well-being effectively.
- Children's behaviour is good. Staff use successful strategies to promote positive behaviour and raise children's self-esteem. They help children adhere to boundaries. Children learn to share, take turns and be kind to one another.
- The nursery's special educational needs coordinators are experienced and knowledgeable. They go above and beyond to coordinate and work with parents and other professionals. This helps to promote a fully integrated approach in meeting children's needs and to swiftly close any gaps in learning.
- Although partnerships with parents are good, the manager has yet to effectively establish ways to make all parents aware of how to access the nursery's policies. This means, occasionally, parents do not fully understand how to follow nursery's procedures.
- At times, staff do not effectively support children's use of mathematical language to extend their awareness of mathematical concepts.

## What the setting needs to do to improve further

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

- support all parents to access the nursery's policies to help keep them well informed about how to follow procedures
- support children even more effectively to use mathematical language in their play and planned activities.

### Inspection activities

- The inspector had a tour of the nursery. She observed children engaged in variety of learning experiences, indoors and outdoors.
- The inspector observed and evaluated a learning activity with the deputy manager.
- The inspector held a meeting with the provider and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.

#### Inspector

Tina Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have completed a very good range of training to promote safeguarding within the nursery. They demonstrate a clear understanding of what to do should they have any concerns about a child's welfare. Staff carry out daily safety checks to ensure children play in a safe environment. Staff have good opportunities to develop their knowledge and skills. They attend training courses and regularly meet with the manager to discuss their professional development. The dedicated manager works alongside the staff on a daily basis. She carefully monitors the quality of teaching and offers ideas to enhance the experiences they offer to children.

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

Staff know children well. They plan play activities based on the children's interests. Staff regularly assess children's progress and use the information to plan for the next steps in their learning and development. Children are focused as they make cakes, exploring textures such as cornflakes and chocolate. Staff engage them in meaningful conversations, sharing their ideas as they discuss what to use to decorate the cakes. Children explore their own ideas and creativity and move around freely. Young children mix and stir mud as they pretend to cook in the outdoor kitchen. They delight in filling and emptying different-sized containers with sand and coloured rice. Staff play alongside, correcting words children say and using associative sounds to support their emerging language and vocabulary. Staff successfully involve parents in children's learning. They use a range of interesting methods, such as take-home activity bags, to help parents to continue children's learning at home.

### Personal development, behaviour and welfare are good

Effective settling-in procedures support children to feel secure when they first start at the nursery. Staff are attentive and young children receive lots of reassurance and cuddles. This helps them to feel happy and relaxed. Children demonstrate sociable and confident personalities. They interact positively with their peers, staff and visitors. Staff understand the importance of promoting healthy lifestyles. Children adopt good hygiene routines. Staff provide children with healthy meals and snacks. Children keep themselves hydrated as they help themselves to fresh water. They have regular opportunities to be physically active outside in the fresh air. Children competently ride on wheeled toys, climb on apparatus and play ball games.

### Outcomes for children are good

Children are motivated and keen to try new activities. They develop the key skills that are needed for the next stage in their learning and their eventual move to school. Children use their imagination as they engage in role play. They use pretend tools to 'drill' pieces of wood, extending their play as they search for a hammer. Children work as a team, thinking out loud as they consider what to use to fix two twigs together. Young children develop their finger muscles as they squeeze and pinch tools, carefully collecting grains of coloured rice. Pre-school children demonstrate good pencil control and carefully draw around shapes.

## Setting details

<b>Unique reference number</b>	EY415003
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10106537
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	40
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Langford, Kim Cora
<b>Registered person unique reference number</b>	RP514172
<b>Date of previous inspection</b>	27 July 2015
<b>Telephone number</b>	01981251800

K.E.S Childcare registered in 2010 and is located in Kingstone, Hereford. The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications to at least level 3. One holds early years professional status and one holds a relevant qualification at level 6. The setting opens Monday to Friday, all year, except one week at Christmas. Sessions are from 7am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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