

Inspection of Kids Love Nature Kindergarten Lytchett

Kids Love Nature Lytchett, Dorchester Road, Lytchett Minster, Poole, Dorset BH16
6JE

Inspection date: 31 August 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exceptional nursery and have a very positive approach to their learning. Staff fully respect, welcome and celebrate every child's unique characteristics and personality. They intuitively respond to children's emerging interests and adapt their teaching, offering highly challenging enhancements to children's play ideas. Staff know the children exceptionally well and the children are extremely comfortable in their care. On arrival, children rush to the gate, eager to share their weekend experiences with staff. Children gain a wealth of skills, which help them to be ready for future learning and starting school. The kind and caring approach demonstrated by staff is reflected in the children's highly positive behaviour.

Children are confident with the new routines put in place to promote their health and safety during the COVID-19 (coronavirus) pandemic. Parents no longer come into the nursery and children independently enter the nursery.

Every aspect of the day is a learning opportunity for children. Children have a can-do attitude. They persevere and concentrate well as they learn new skills. For example, when carving sticks using a potato peeler and drilling holes into slices of wood with a hand drill. Staff help children develop excellent literacy, communication and language skills. Children visit the pond at the allotments and observe creatures that they find. They confidently use information to compare and discuss the differences between the animals they can expect in the pond.

What does the early years setting do well and what does it need to do better?

- Leaders and staff plan targeted activities to help children achieve the best they can, using their knowledge of the children's individual learning needs. For example, staff skilfully lead group songs and games to extend children's vocabulary. Babies smile and babble during highly stimulating sensory play. By blowing bubbles, they strengthen the mouth muscles they will need as they develop their early speech. Older babies call out words, such as 'pop' and 'wow' that younger babies repeat. Children who learn English as an additional language make strong progress with their communication skills, and learn to speak English confidently and fluently.
- Staff support children to do things for themselves very well, promoting excellent independence. For example, children eagerly take part in tasks, such as serving their own meals and putting their plates away. Staff encourage babies to pour water from jugs, and drink from open glasses as soon as they are able. Children delight in helping staff. They are very confident and not afraid to ask for help.
- Children have an excellent awareness of healthy living. They use the large allotment to learn about the life cycle of plants. Children plant and help to grow

a wide variety of vegetables and fruit with staff. The nursery chef provides healthy meals for the children using the food they harvest.

- Staff work collaboratively with professionals and parents to focus on children's specific needs. They ensure that funded children and children with special educational needs and/or disabilities receive targeted support when required. They use strategies that parents can use at home. For instance, some children are learning to use picture cards to help them begin to express their choices and make decisions.
- Leaders and staff maintain incredibly positive partnerships with parents. Staff keep parents fully involved in their children's learning. They share children's learning experiences daily and offer online meetings for parents each term. For example, parents were recently invited to discuss the different ways they can support children's learning. Parents comment that they feel extremely supported to develop their child's learning at home, such as how to help their children learn new words by repeating words back to children and talking about their meaning in context.
- Staff capture children's voices superbly. For example, older children form an eco-committee. This gives the children an opportunity to develop confidence, communication and negotiation skills as they discuss what they like and want to improve. They start projects, such as learning about where paper comes from and how they can recycle it to make their own paper.
- The passionate leaders have highly effective systems to support and mentor all staff. They ensure that all children have access to the most interesting and exciting learning opportunities. The highly reflective staff team continually strive to deliver the very best experiences for families. The targeted training they attend has enabled them to ensure the curriculum in their rooms focuses sharply on the children's learning styles and interests.

Safeguarding

The arrangements for safeguarding are effective.

Staff give top priority to keeping children safe. They continually review the nursery environment, both indoors and outdoors, to make sure it is always safe and secure. Leaders have effective systems in place to identify any children or families who may need early help or support. They work closely with other agencies and professionals to ensure children and families are accessing the support they need. Leaders keep staff informed of any changes to safeguarding legislation and to wider safeguarding issues. Staff access regular training and share this to ensure they are confident in fulfilling their responsibilities.

Setting details

Unique reference number	EY561513
Local authority	Dorset
Inspection number	10194158
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	64
Number of children on roll	140
Name of registered person	Kids Love Nature Ltd
Registered person unique reference number	RP531740
Telephone number	01202 622337
Date of previous inspection	Not applicable

Information about this early years setting

Kids Love Nature Kindergarten Lytchett registered in 2018. It is located in Lytchett Minster, Poole, Dorset. The nursery is open Monday to Friday from 7.45am to 6pm throughout the year, with the exception of bank holidays and a week at Christmas. The nursery employs 21 childcare staff, of whom one holds an appropriate qualification at level 6, 14 at level 3 and two at level 2. They provide funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- Leaders completed a learning walk of the environment with the inspector, and discussed how the staff use the curriculum in each room to meet children's needs.
- The manager and the inspector completed a joint observation of an outdoor activity.
- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outdoors.
- The inspector spoke with staff, children and parents at suitable times throughout the inspection and took account of their views.
- Leadership and management meetings were held throughout the inspection, during which the inspector viewed relevant documentation. This included evidence of the suitability of staff.

We carried out this inspection 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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