

Inspection of Katie's Kindergarten

3 Grange Road, Thorngumbald, East Riding of Yorkshire HU12 9PR

Inspection date:

1 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Although the setting has gone through a period of change, staff provide a safe and welcoming environment for children to feel settled and secure in. Children are warmly greeted by staff and are happy to enter and ready to play. Children have clear attachments to staff, who nurture them and respond to their needs.

Staff provide an inviting learning environment. Children confidently make choices about their own play and select activities that the staff have thoughtfully linked to children's interests. For example, they enjoy moving vehicles around in the sand and water.

Staff encourage children to talk about their feelings and emotions to promote positive behaviour. Children, on the whole, behave well, as they patiently wait for their turn during activities. They are kind to their friends as staff help them to use 'kind hands' as they go about their play. Staff give clear explanations about appropriate and acceptable behaviour.

Staff recognise the impact COVID-19 has had on children's progress. They work hard to identify any delays and put in place strategies to ensure children can catch up in their learning. For example, they ensure children have opportunities to develop relationships with their peers and separate from their caregivers.

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

- Staff are embedding a new curriculum with some success. They have an idea of what they want children to learn and know how they want to implement the curriculum. Staff know the children well and know the targets for their development.
- Staff use repetition to enable children to practise new words. Young children delight in musical and singing activities as they try to mimic the actions and sing the rhymes. Staff recognise the negative impact the use of a dummy may have on a child's developing speech. However, they do not consistently discourage this use to support children in their language development.
- Staff encourage children to be healthy as they talk about the food that is good for them and how eating such food benefits their bodies. They encourage children to drink water to stay hydrated. However, pre-school children are not reminded about practising good hygiene. They are not taught consistently about promoting their own good health by preventing the spread of germs.
- Although staff have previously promoted children's oral health prior to COVID-19, they have not taken steps to reintroduce this. They have not considered how they can share information with parents to support children's learning about this at home.

- Staff and management take steps to ensure children do not access online devices in the setting and have had some basic discussion about this policy. However, they do not consider how they can further inform children and parents about keeping safe online.
- Staff make good use of opportunities to develop pre-school children's mathematical awareness. They extend children's thinking skills well as they engage in a coin counting activity. Children enthusiastically point out the mistakes the staff member purposely makes as she counts. They giggle as they correct her.
- Children of all ages enjoy listening to stories. Staff use engaging storytelling to hold children's attention. Babies cuddle into staff as they look at pictures in books. Pre-school children seek staff out to read their favourite stories.
- Staff seek additional support for children who experience language delays. They engage with parents and other professionals to provide strategies to improve children's speech development. Staff plan activities to specifically help children to develop. For example, through games and circle time that promotes their speaking skills.
- Parents and families speak positively about the service provided. They feel that the nursery provides good levels of communication to keep them informed about what their child is doing. They are kept up to date on how their child is progressing in their learning.
- Staff report they are well supported by the management team. They receive regular supervision, which enables them to identify any training needs to develop their teaching to a higher level.
- Staff ensure children are prepared for the next stage in their learning. They adapt transitional arrangements for children going to school, as a result of COVID-19. For example, staff ensure those children who have been unable to visit the school, have opportunities to talk about school and express any worries or concerns.

Safeguarding

The arrangements for safeguarding are effective.

Staff and management have undertaken recent training to help them respond appropriately to the signs of abuse and neglect. In addition, they have received training in the wider aspects of safeguarding such as the 'Prevent' duty and female genital mutilation. The designated safeguarding lead for the setting has undertaken appropriate training for their role. They ensure the premises are safe and secure and outdoor areas are checked before use. The manager has safe recruitment procedures in place. They check and ensure the ongoing suitability of all staff.

What does the setting need to do to improve?

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

- improve support for children to develop their speech and language by monitoring the use of dummies while they are talking
- promote children's good health and hygiene consistently, specifically in relation to encouraging children to cover their mouths when coughing and to wipe their noses, to prevent the spread of infection and illness
- consider ways of reintroducing means to promote oral health for children
- share information with parents and carers about keeping children safe online.

Setting details

Unique reference number	314657
Local authority	East Riding of Yorkshire
Inspection number	10214596
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 at time of inspection	1 to 4
Total number of places	30
Number of children on roll	23
Name of registered person	Mills, Kathleen Sheila
Registered person unique reference number	RP909549
Telephone number	01964 622 135
Date of previous inspection	8 September 2017

Information about this early years setting

Katie's Kindergarten registered in 1996. The nursery opens from Monday to Friday, all year round, apart from bank holidays and the Christmas period. Sessions are from 7am to 6pm. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the owner manager holds a degree. The nursery receives funding to provide free early education for two- and three-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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