

# Inspection of Kikiland Limited

The Mall Chequers, Pads Hill, Maidstone ME15 6AT

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Inspection date: 20 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are made to feel welcome on arrival. Staff greet children with smiles and hugs, which helps them to settle quickly, and supports their emotional well-being. Children confidently explore the environment and show curiosity in the toys and activities available to them. They enjoy digging in sand filled trays and explore the names of the many dinosaurs placed there. Staff engage children in meaningful conversations and effectively use language to extend their vocabulary. Older children confidently share that dinosaurs use their long necks to reach and eat the leaves on trees.

Children behave well. Staff support children to understand boundaries and develop an awareness of and respect for their friends. Children are kind and friendly to each other. Children share their opinions and talk about the activities and equipment they would like to play with. For example, when children shared that they would like to play with unicorns, staff quickly provided these in imaginary play. This supports children's confidence and helps them to feel included in decision-making within the nursery environment. Children enjoy a range of experiences that support their physical skills. They make marks in wet and dry sand, use scissors to cut out shapes and measuring spoons to scoop up soil. Children are developing good levels of independence. They learn to manage their own self-care routines and know the importance of washing their hands frequently to help keep them safe.

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

- The manager sets high expectations for what they want all children to achieve, including those with special educational needs and/or disabilities or those who may be disadvantaged. They use their knowledge to great effect and work well with families and external agencies to support each child. This ensures that each child has the appropriate support and that gaps in learning close as quickly as possible.
- The manager and staff have a good understanding of their curriculum intent and what they want children to learn. Staff know their key children well and plan activities that capture their interests and support their ongoing development. Staff evaluate the impact of activities on children's progress, and this is closely monitored by the manager. All children make good progress.
- Staff receive good guidance and support from the manager. The manager prioritises the staff's well-being. Staff share they are happy and feel supported in their roles. They attend regular training and development opportunities. The most recent being supporting children with speech and language delay and autism spectrum disorder. This is having a positive impact on individual children's learning.

- Staff embrace children's cultural backgrounds and heritage. For example, staff provide puzzles that depict how different families live and talk to children about difference. This gives children the confidence to share their homelife, celebrate their uniqueness and develop respect for others.
- Staff promote children's understanding of their local community which include people who help us. Children enjoy walks to the local play parks, collect leaves to make a winter collage and visit the bus station. Children listened to stories and drew and displayed rainbows in recognition of the help received during the COVID-19 pandemic from national health service staff.
- Staff provide children with good opportunities to develop their literacy skills. For example, children enjoy listening to stories and excitedly identify familiar characters within the storyline. Staff skilfully build on the characters children identify by talking to them about where they have seen them before. This gives children the confidence to engage in conversations and develop their imagination as they share their thoughts and ideas.
- Staff effectively incorporate mathematics into children's play in interesting ways. For example, children use measuring spoons and scales to weigh soil. They stack bricks up high and estimate when they think they might fall. Staff support children to explore the shape and number of letters in their names.
- The manager and staff have established effective relationships with parents and carers and use a variety of methods to share information about their child's day. However, staff do not share information with parents and carers about how they can further support their child's individual learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding procedures. They know what to do should they be concerned about a child's welfare and the procedures to follow in the event of an allegation against staff. They complete regular child protection training, so their knowledge remains current. This includes the wider aspects of safeguarding matters, such as those who may be exposed to extreme views. The manager completes regular staff supervision to ensure staff remain suitable for their role. Staff implement risk assessments to help minimise potential risks and maintain a safe environment. All have complete appropriate paediatric first-aid training and are deployed well to support all children.

## What does the setting need to do to improve?

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

- develop further the exchange of information with parents and carers about how they can appropriately support their child's learning at home.

## Setting details

<b>Unique reference number</b>	EY537933
<b>Local authority</b>	Kent
<b>Inspection number</b>	10209115
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Frank Business Ideals (uk) Ltd
<b>Registered person unique reference number</b>	RP537932
<b>Telephone number</b>	01622296001
<b>Date of previous inspection</b>	22 March 2017

## Information about this early years setting

Kikiland Limited registered in 2016 and is located in Maidstone, Kent. It is open Monday to Friday from 8.30am to 6pm during term time. A total of five staff work with the children and all hold early years qualifications. The manager holds a degree in childcare and education. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Thouless

## 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.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- This inspector spoke with staff and children at appropriate times throughout the inspection.
- A joint observation of an activity was completed with the manager to evaluate the impact of teaching on children's learning.
- The inspector sought the views of parents and carers spoken to on the day of inspection.

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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