

# Inspection of Kinder Castle

4 Tynemouth Road, Tynemouth, NORTH SHIELDS, Tyne and Wear NE30 4AY

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Inspection date: 31 March 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 happy and settled in the nursery. They demonstrate positive attitudes to their play and learning. Children demonstrate high levels of engagement, curiosity and enthusiasm in their play. The key-person system is well established in the nursery. Children form close bonds with staff, who know children well. They are aware of their individual interests and stages of development. Staff identify experiences children may not have had elsewhere. For instance, taking a trip on a bus or looking for bugs in the park. They plan for these outings to help widen children's experiences of their local community. Staff work in partnership with parents to share information about children's care needs, interests and development. Children behave well. They listen to staff and understand the 'golden rules', which help to keep them safe at nursery. Children discuss feelings and emotions with staff and each other. For example, during circle time, children make sad and happy faces and talk about how they feel. Staff offer frequent praise and encouragement to children. This helps to promote children's self-confidence.

Children with special educational needs and/or disabilities are well supported at nursery. Staff work well together and with other professionals to ensure that children receive the support they need. Children are challenged in their learning. For example, they recognise numbers and participate in number matching games.

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

- The manager has a clear vision for the nursery. She is passionate about her role and develops an inclusive curriculum that incorporates children's interests and stages of development.
- The manager works together with staff. Both staff and the manager report that they receive support from each other. The effectiveness of staff's teaching and practice is monitored well by the manager and senior staff. For instance, staff receive regular supervisions and attend team meetings. This helps to support staff well-being.
- Staff provide a variety of equipment and resources to support children's existing skills. For example, older children make volcanos, mixing ingredients together. Younger children explore sand using a variety of utensils to scoop and mix.
- Children understand and follow the routine of the nursery day. They actively join in and maintain concentration with key times, such as circle time and small-group activities.
- Children learn to take turns, share ideas and be kind to each other. Older children build meaningful friendships with each other and enjoy spending time together. Children talk about how they spend time together outside of nursery. This helps to develop children's social skills.
- Staff work well together. They display good communication skills and share

relevant information with each other. This also supports transition for children moving into different rooms in the nursery. Staff share knowledge so children are fully supported with their transition.

- Relationships with parents are strong. Parents speak highly of the nursery and the care that their children receive. Parents feel their child's individual needs are met at the nursery but also that the nursery offers support to parents when needed. For example, staff offer advice to parents on meals and feeding.
- Staff share information about children's learning through a secure electronic system. This helps to provide a continued approach to children's learning. During COVID-19, staff kept in regular contact with parents and provided ideas for activities at home and invited parents and children to take part in an Easter egg competition.
- Children spend time in the outdoor area and benefit from daily exercise and extending their physical skills. Children enjoy exploring the rain and snow with staff and their friends. However, time is often limited, which reduces children's deep engagement with exploring the natural world and the resources outdoors.
- Staff support children to develop their vocabulary and language skills. Staff read stories and sing songs with children throughout play. Older children benefit from hearing complex words, such as 'lava', 'erupt' and 'dormant'. However, this is not consistent across all rooms, with some staff not using correct grammar with the children. This means that some children do not hear the correct pronunciation of words.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have good general knowledge of safeguarding and know procedures to follow should they have concerns about a child. Staff understand how to identify and report safeguarding concerns. Staff complete regular training to keep their knowledge up to date. Staff complete regular checks of the environment to ensure it is safe for children and talk to children about being safe. Thorough procedures and checks are in place for the recruitment and induction process for new staff. This means that those working with children are suitable to do so.

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

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

- extend children's experiences of outdoor learning, particularly for those children who prefer to learn outdoors
- review staff's use of vocabulary when interacting with children to use clear words to help children build on their already good communication skills.

## Setting details

<b>Unique reference number</b>	EY280850
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10229492
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	97
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Kinder Castle Limited
<b>Registered person unique reference number</b>	RP523897
<b>Telephone number</b>	0191 2704545
<b>Date of previous inspection</b>	10 January 2017

## Information about this early years setting

Kinder Castle registered in 2004. The nursery employs 19 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above, including one staff member who holds qualified teacher status. The nursery opens from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children who have special educational needs and/or disabilities.

## Information about this inspection

### Inspector

Lisa Campbell

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector and the manager completed a learning walk together. The manager described how the environment and curriculum are organised.
- The inspector observed the quality of education at the nursery and assessed the impact this has on children's learning.
- The inspector spoke with staff during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector and the manager completed a joint observation together.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the staff qualifications and the suitability of staff working in the nursery.

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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