

Inspection of Kid Ease Swingfield House

Swingfield House, Canterbury Road, Swingfield, DOVER, Kent CT15 7SH

Inspection date: 18 May 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and confident at the safe and nurturing setting. They freely explore the environment that has been exceptionally well planned to support their independence in learning. For example, very young children are highly independent in their self-care. At mealtimes, children instinctively know the routine as they wash their hands and take a seat at the table. They display impeccable manners as they thank staff for their food, waiting patiently for their turn to self-serve their lunch. Children make excellent progress in their personal development.

Children make fantastic progress from their starting points. Staff have very high expectations for all children, including those with special educational needs and or disabilities (SEND). For instance, staff swiftly implement personalised interventions through focused teaching to enable all children equal access to the curriculum. This ensures that gaps are closed quickly, and children make continued progress across all areas of the early years foundation stage. Children are more than ready for their next stage of learning.

Children demonstrate exceptional levels of maturity across the setting. They share and take turns without incident. Staff provide rich learning experiences that foster children's confidence and resilience. For instance, children safely use real tools to whittle sticks in the garden. They are encouraged to take risks by trying new things that successfully challenge their thinking. Children consistently try hard and are deeply engaged in their learning.

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

- Staff know their children exceptionally well. They plan a particularly effective curriculum that is built around children's current interests and their ethos of 'forest schooling'. Children's knowledge and learning is successfully embedded and builds on what they already know and can do. For instance, children take great pride in the planting area of the garden. They confidently talk about the variety of seeds that they have planted and how they look after them every day. They excitedly share with each other what they are going to eat when they have grown. Children consistently learn new vocabulary that prepares them well for future learning.
- Staff are highly effective at supporting children to understand their emotions by giving them the tools they need to succeed. For example, on occasions when children become upset, staff are extremely responsive and compassionate in their interactions. Together, they explore feelings and help children to label their emotions before being encouraged to return to their play. Children are developing excellent emotional health that impacts positively on the growth of their character.

- Children behave remarkably well across the setting. The atmosphere is extremely calm and relaxing. Staff and children show high levels of trust and respect for each other. For instance, at mealtimes children confidently eat from china plates, drink from glasses, and use real cutlery. They share and take turns serving their own food successfully. Staff use the opportunity to hold meaningful conversations with the children that build further on the already excellent relationships they have built.
- Children develop an excellent understanding about their physical health and learn how to keep themselves safe. For example, children freely explore the outside space, where they take risks as they climb on large tractor tyres. Children independently collect their sun hats and regularly drink water to keep themselves hydrated as they play. They develop excellent independence in self-care that prepares them well for their next stage of development.
- The manager and staff work extremely well with parents, it is a real strength of the setting. For instance, the manager created 'parent steering groups'. They meet regularly throughout the year to collect parent's views and feedback about all areas of their services and provision. This information is then used for self-evaluation and continuous improvement at the setting. Parents share how they feel highly involved in their children's nursery and their views and opinions are truly valued by the staff team.
- The leadership and management at the setting are outstanding. The manager has developed a highly focused, professional team of staff. For instance, staff regularly receive highly effective training. The provider encourages and supports staff to further develop their knowledge and skills through teacher training programmes. This has a tremendously positive impact on the quality of teaching and outcomes for all children that attend the setting.
- The manager and her team have a secure understanding of the needs of children with SEND and work collaboratively with other professionals. For example, the manager swiftly applies for additional funding, so children receive highly focused support. As a result, children with SEND make incredible progress and are more than ready to move on to their next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager has very robust recruitment processes in place that ensure staff are suitable to work with children. She carries out regular supervision of existing staff and effectively monitors their ongoing suitability. The manager and her staff team have excellent knowledge and understanding of all safeguarding issues, including wider issues, such as grooming and radicalisation. They embed a culture of safeguarding in everyday practice to ensure that risks to children are minimised and they are kept safe from harm. Staff have a very good understanding of the policy and processes to follow if they had concerns about their colleagues or management team.

Setting details

Unique reference number	EY455870
Local authority	Kent
Inspection number	10228762
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	1 to 4
Total number of places	57
Number of children on roll	101
Name of registered person	Kid Ease Limited
Registered person unique reference number	RP905544
Telephone number	01303 844748
Date of previous inspection	2 November 2016

Information about this early years setting

Kid Ease Swingfield House registered in 2013. It is one of several nurseries run by Kid Ease Limited. The nursery is situated in Swingfield, near Folkestone, Kent. It is open each weekday from 8am to 6pm, for most of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 22 members of staff employed at the nursery. The head of childcare has achieved qualified teacher status along with one other member of staff. The manager and two other members of staff hold early years degrees; all other staff have appropriate early years qualifications, including a trained forest school teacher.

Information about this inspection

Inspector
Nicky Webb

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.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.

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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