

Inspection of Kites Corner

James Hopkins Trust, Kites Corner, North Upton Lane, Barnwood, Gloucester,
Gloucestershire GL4 3TR

Inspection date: 13 July 2022

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

What is it like to attend this early years setting?

The provision is good

Children, parents and carers arrive at the setting looking at ease and with big smiles. They are welcomed into a light and airy foyer area. Here, families can read about safeguarding responsibilities and handovers get given due attention. There is a sense of calm throughout the clean and secure building. Staff speak warmly to children in their care. Staff are all very positive about what children can do, using phrases such as, 'you did it, yes you did'. Staff offer a bespoke sensory room, which allows children to control lights and sounds and to be curious within their own means. Children move freely and independently where possible around the space. They enthusiastically push trolleys over uneven pathways to work on stability. Clear procedures and ongoing risk assessments ensure inside and outdoor areas are safe for children with complex needs. There is a positive ethos. Staff can communicate their professional needs and parents feel part of a supportive community.

During the COVID-19 pandemic, the setting had to close but still provided high levels of support, calling families during their usual sessions. Families reported this as 'being a breath of fresh air' at a tough time. Parents praised staff for their commitment and dedication. The team help children and their families to make memories and prepare for the future. Children have had the opportunity to attend specialist twilight visits at a local zoo. Staff provide a zebra crossing to help children learn about the wider world. The charity uses funds raised to benefit children's individual needs. Staff support children's learning and development well. For instance, staff aid children to feel textured objects, exploring their senses. Children with English as an additional language, special educational needs and/or disabilities (SEND) and those with limited life expectancy make steady progress in relation to their levels of ability.

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

- The leadership team is enthusiastic and professional with clear ambition for the setting moving forward. The leadership team acts with integrity. They seek advice from other professionals to ensure they are doing what is best for children and their families.
- The leadership team is aware of the challenges the setting faces. They keep up to date with early years foundation stage documentation changes to further develop. Leaders share information well with all other members of staff. Staff are reflective, so that children can enjoy what the setting provides and the provision continues to improve.
- Partnerships between staff and parents are very close. Named nurses create strong bonds with the children and their extended family members. Children feel content and secure and parents can comfortably detach from them. Staff give

parents and children devoted one-to-one time for daily feedback and counsel. Parents expressed that they consider communication from the setting to be brilliant.

- Children hear a variety of songs that they know and enjoy, such as 'wheels on the bus'. Staff encourage children to engage and join in using actions and sign language. They ask individualised questions so that children at differing levels of communication can take part in activities. However, at times, not all interactions are building on children's vocabulary and less-experienced staff need further support to develop these skills.
- Children benefit from regular use of the outside area. Children squeeze water beads to develop their fine-motor skills. Staff use a slide with steps to support children with their gross-motor skills development. Children beam, as staff guide them to negotiate appropriate risk and master this new skill with increased independence. Children show good levels of self-esteem.
- Staff provide loving care and attention to children's complex medical and health needs. Staff communicate well with one another. They perform care practices and record these effectively. However, staff do not always communicate these well to the children. For example, during transition times, children do not always have an opportunity to respond to requests from staff.
- Babies, toddlers and pre-school aged children share the play space together. Staff use specialist equipment to aid children effectively, such as using cushioned wedges during parachute games. Some children smile, wave and blow kisses to each other as they have the parachute rested over their heads. Staff are good role models of kindness. Staff give all children age-appropriate prompts to show them how to be sensitive to their friends' differing needs. Children behave well and show that they are beginning to make meaningful relationships.
- Staff know the children well. They use continuous observation and assessment to build plans for what individual children need. Staff provide children with support to help close any gaps in learning. Children progress well, with individual targets being set.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team has created a positive safeguarding culture within the setting. There is a robust recruitment process to ensure that staff are suitable. All staff are aware of their own responsibilities with regard to children's safety. If there are concerns about an adults' practice, staff know the correct procedures. Regular online training means they can identify the possible signs of abuse and neglect. Staff have an awareness of the extra vulnerability children face at the setting. Staff are well trained in all areas of safeguarding, including 'Prevent' duty and female genital mutilation. They understand the dangers associated with safeguarding and medications. Visitors receive safety information when they arrive at the setting.

What does the setting need to do to improve?

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

- provide additional support for less-experienced staff so they use every opportunity to build on children's vocabulary and further enhance the learning experiences of all children
- consider further organisation of transitions so that communication is consistently delivered between staff during care routines and children can respond.

Setting details

Unique reference number	2546649
Local authority	Gloucestershire
Inspection number	10215585
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	0 to 4
Total number of places	28
Number of children on roll	104
Name of registered person	James Hopkins Trust Cio
Registered person unique reference number	2546648
Telephone number	01452612216
Date of previous inspection	Not applicable

Information about this early years setting

Kites Corner re-registered in September 2019 and offers day care to children who are severely disabled or have life-limiting conditions. The centre operates from the area of Barnwood, Gloucester. It opens Monday to Friday, from 9.30am to 2.30pm, all year round, except for bank holidays and Christmas week. The centre provides overnight respite care and operates a club during school holidays. There are 20 centre-based staff working with the children in the day-care provision. Of these, the playleader holds an early years qualification at level 4 and all others hold relevant child qualifications.

Information about this inspection

Inspector

Amy Montgomery

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 talked to staff at appropriate times 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.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate 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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