

Inspection of Katie's Kindergarten

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

Inspection date:

2 November 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Since the last inspection, improvements have been made and embedded in practice. For example, staff are very clear about the curriculum they are delivering and know how they want children to learn. Children are making good progress in their learning and development as a result. Staff have worked hard to consider the recommendations from the previous inspection. They have made changes to take these into consideration when working with the children.

The setting provides a welcoming environment. Children are eager to enter and settle quickly into the familiar routine of the day. Staff are kind and considerate in their interactions with the children. They are sensitive to children's needs and respond calmly. They know the children and are able to offer emotional support when needed.

Children behave well. Staff use various activities for them to express and manage their feelings with support. During circle time, they discuss their home lives and talk about what may cause them to worry. For example, they share their views about the fireworks that they will see at the weekend. Staff remind children of the boundaries within the nursery. They gently remind children why they should not do something, offering clear explanations.

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

- Staff accurately assess children's development and identify any learning needs to inform the planning of the curriculum. For example, they recognise that when children are not confident and stable in their movement, they introduce soft-play resources to encourage climbing and promote balance.
- Staff extend children's language development as they recap and recall the previous days. They talk about what children do at home. They sensitively correct children's vocabulary as they talk about a 'nana' being a 'banana.' Staff give a commentary of children's play, enabling children to repeat words and practise their language skills.
- Routine activities enable children to develop and enhance their counting skills. They recite counting songs and rhymes as they go about their play. However, children's mathematical development could be enhanced further to build on spatial awareness, measuring and volumes.
- Children have opportunities to engage in physical activity during the dance session and outdoors. They learn about the changes to their bodies as they feel the cold on their faces. Staff praise children as they manage to pedal forward on the trike. They give them the confidence to pedal faster in the outdoor area.
- Staff enable children to learn outdoors. However, they do not always ensure the outdoor area is fully prepared and resourced. For example, children enjoy

playing in the mud kitchen and water area, but the limitations in the resources lead to children waiting to take their turn with the pans and funnels.

- Staff are skilled at encouraging children's engagement in activities. They make activities exciting, which attract the children, as they learn through play. Staff kindly ask before changing children's nappies. They know not to interrupt children's learning when they are fully engaged.
- Children learn about healthy foods and choices. They learn how fruit is good for growing bodies. Children are supported to manage their self-care and follow good hygiene. They try to blow their own noses and ask staff for help when needed.
- Staff encourage children's growing independence. They support them to put on their coats for outdoor play and wash their hands before eating.
- Staff work hard to keep parents up to date and build professional relationships. Staff keep parents well informed about their child's learning and development. This helps parents to support their child's learning at home.
- Staff liaise with other settings where children attend and share information regarding children's learning and development. This ensures that children are fully supported and that any identified learning needs are consistently worked towards.
- The manager carries out supervision with staff, where staff are able to obtain support to progress their professional development. They are able to reflect on their practice. They routinely undertake training to inform their practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff are effective at risk assessing the premises and supervising children closely to ensure their safety. They carry out regular fire drills to ensure children know about the safe evacuation from the premises. Staff are aware of the signs and symptoms of abuse and neglect. They understand the procedures they should follow if they are concerned about a child. Staff are trained in the wider aspects of safeguarding, such as 'Prevent' duty, witchcraft and county lines. They are able to talk about what would cause them concern.

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 outdoor learning environment to increase the range of learning experiences for all children, especially those who prefer to learn outdoors
- maximise opportunities for mathematical learning to enhance children's spatial reasoning skills, with particular regard to measure and quantity.

Setting details

Unique reference number	314657
Local authority	East Riding of Yorkshire
Inspection number	10217342
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 9
Total number of places	30
Number of children on roll	50
Name of registered person	Mills, Kathleen Sheila
Registered person unique reference number	RP909549
Telephone number	01964 622 135
Date of previous inspection	1 December 2021

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 7.30am to 5.30pm. The nursery employs seven 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

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to children, to find out about their time at the setting.

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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