

Inspection of Kinderkare MCS

Victoria Park Road, Exeter EX2 4NU

Inspection date: 31 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 have lots of interesting toys to play and learn with. Activities are easily accessible. Children make independent choices about what they want to do and how they want to play. For example, role play costumes and toys are available in every room, which the children enjoy playing with. They develop social and creative skills as they pretend to be 'cooks' or 'at home'. Art spaces are well stocked with a wide range of materials. Children create original images with pencils, paint, paper and glue. Children play outdoors often, and they have wet-weather clothes to enable them to play outdoors in any weather. They have access to lots of exciting games. They enjoy playing with balls and tricycles. There are stepping-stones and an assault course which develop physical skills. Children have planted lots of flowers and vegetables which they take care to look after.

Managers have created a friendly and homely environment. Children are happy to attend. They have positive relationships with members of staff. Children are confident and secure. They develop good friendships with the other children and know how to be kind and share with others. There are cosy rest spaces in each room for children to relax and think. Children read books, reflect on their feelings and emotions, and enjoy moments of calm.

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

- Managers have created an ambitious and well-planned curriculum which they share effectively with staff. Children are challenged and make good progress. However, the manager does not always recognise when teaching and learning could be improved so that older children are more challenged and make even further progress.
- Managers have created a positive and supportive working environment for staff and children. Staff know what is expected of them and who to ask for guidance if needed. They know the curriculum and implement it well with thoughtful and effective activities in each room. A strong key-person system is in place. Staff know the children well, what they can do and what their next steps are. Staff receive support in their training and continued professional development.
- Staff understand the importance of supporting children's language and communication skills. They speak clearly and enable children to learn new words. They read to the children three or four times a day and sing songs daily. Some staff have completed language and communication training. From the skills learned on this course, they have created guidance for other staff. This supports them to increase their use of more complex words and extend children's vocabulary. For example, staff introduced new and technical words, like 'patio' and 'skyscraper', to the children. However, in the baby room, some children use dummies when they are playing and learning. This limits

opportunities to develop language and communication skills in younger children and has an impact on oral health.

- Children of all ages have good physical skills. In the pre-school class, they enjoy running, skipping and balancing. They listen and concentrate well and are confident in explaining what they are doing. Children enjoy using a magnifying glass to explore a story sack based on 'The Very Hungry Caterpillar' book. They develop skills in mathematics by placing the objects from the story in the correct sequential order. Older children write their names and are confident in counting to 10.
- Staff create interesting activities to teach children to understand the wider world. The children enjoy these activities. Staff read books to children, such as 'The Proudest Blue' and 'Odd Dog Out' to support children's understanding of equality and diversity. The nursery enjoys an 'International food month'. They explore foods from other countries and enhance the children's understanding of other cultures and religions. Children know they are special and unique.
- Staff and managers have good relationships with parents. Parent feedback is positive, and staff keep them up to date with their child's development. Parents are happy with the progress their children make. They comment that their children feel happy to come to the nursery. Staff are aware of the additional support children may need due to the COVID-19 pandemic. They know that children and parents may need more help when they first start at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe and secure in the nursery. The managers follow a thorough recruitment process to employ suitable staff. All new staff are trained with a well-planned induction programme, which includes the setting's safeguarding policies and procedures. The managers make certain that all the staff are up to date in their safeguarding training. Safeguarding measures and any updates are discussed at regular staff meetings to ensure everyone is up to date in their knowledge and practice. Staff are confident in the policies and procedures to follow to ensure they keep the children safe.

What does the setting need to do to improve?

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

- support babies to develop their language and communication skills with consistent opportunities to babble and make sounds
- improve the assessment of teaching and learning so that older children are more challenged and make even further progress.

Setting details

Unique reference number	EY372013
Local authority	Devon
Inspection number	10235198
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	69
Number of children on roll	73
Name of registered person	KinderKare Day Nurseries Ltd
Registered person unique reference number	RP535484
Telephone number	01392 499276
Date of previous inspection	4 January 2017

Information about this early years setting

Kinderkare MCS registered in 2008. It is situated in Magdalen Court School, an independent school in Exeter, Devon. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open from 7.30am to 6pm each weekday for 51 weeks of the year, closing between Christmas and New Year, and all bank holidays. The nursery employs 15 members of staff to work directly with children. The manager holds early years professional status, one member of staff holds a level 4 qualification, eight hold level 3 qualifications and one holds a level 2 qualification; four members of staff are unqualified.

Information about this inspection

Inspector

Victoria Jones

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 spoke with the staff and children during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector carried out a learning walk with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

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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