

Inspection of Care4kids Childcare

The Pavilion, The Arthur Baker Field, The Moat, Charing, ASHFORD, Kent TN27 0JJ

Inspection date: 6 December 2022

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| 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

All children, even the youngest, are settled, confident and very happy at the setting. They are independent and are confident to choose their own play and complete their own tasks. Children are eager to join in with the challenging and interesting activities that staff carefully plan for them. For example, younger children enjoy exploring numbers as they use dominoes to make a train track. Older children enjoy making their own fire trucks and use pipes to make 'hoses'. They enjoy bringing their imaginations alive and 'putting out fires'. Children explore and investigate the world around them. For example, they make 3D models using clay and different foliage, such as ivy and conifer leaves. They talk about how they smell and what they feel like.

Staff are positive role models and children are polite and kind. They know what is expected of them and, as a result, behave well. Children develop a good understanding of the benefits of healthy lifestyles. They talk about healthy eating and enjoy growing their own produce, such as green beans and strawberries. All children have good opportunities to develop their physical skills and learn to move in different ways. Younger children negotiate slopes and steps on age-appropriate climbing equipment. Older children explore more challenging equipment, such as rope ladders, zip lines and tyre swings.

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

- Staff establish secure and trusting relationships with all children. They get to know their individual personalities well, including their likes and dislikes. This helps staff plan activities and experiences that they know will keep children motivated to learn.
- Children of all ages have a very good sense of belonging and positive levels of well-being and self-esteem. They enjoy the company of staff and seek them out for hugs and reassurance.
- Staff support all children to make good progress. This includes those children who have special educational needs and/or disabilities. For instance, staff liaise closely with other agencies and implement helpful strategies to support children. For example, staff are trained in Makaton and routinely use signing with them.
- Overall, staff support children to build on their vocabulary. For example, staff use a wide range of words during conversations and provide children with a language-rich environment. However, at times, staff ask children too many questions in very quick succession, giving them no time to process them. Therefore, this does not consistently help build on children's developing thinking and speaking skills even further.
- Staff evaluate their practice together and, at the end of each day, discuss how well they engaged children in their learning experiences. They use their findings

to support their future practice. The manager closely monitors the good quality of education and care that staff provide children. She routinely observes staff interacting with children and provides them with constructive feedback.

- All staff attend regular and beneficial training. They have recently learned about the different ways to support children to self-regulate their emotions. As a result, they have introduced calming breathing techniques and yoga activities into children's routines. This has helped children to manage their emotions and feelings with maturity.
- All staff establish positive partnerships with parents, who speak very highly of them. Staff routinely share information with parents about their child's day and their achievements. Staff make a good link between home and the setting. For example, children enjoy taking home 'Mr Cuddles' the bear. They are eager to come back into the setting and share their adventures from home with their friends.
- Staff show an understanding of the benefits of communicating with staff at other settings children also attend. However, staff do not yet have communication fully established with staff at these other settings. Therefore, staff do not yet provide children with the highest level of consistency to their shared care and learning.
- Staff help children to develop a good understanding of the similarities and differences of people's experiences and different communities outside of their own. This includes languages. For example, children listen to music from around the world, such as Spanish lullabies.
- Children learn how to keep themselves and others safe. For instance, they learn about how to remain safe around campfires, and water safety when they visit the local stream.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, demonstrate a good knowledge and understanding of safeguarding and child protection. This includes fully understanding the signs and symptoms of abuse to be vigilant for that may highlight a potential issue. Staff know who to contact to seek advice and how to raise and follow up any concerns. There are thorough risk assessments in place to help minimise any hazards. This includes equipment and learning environments. Staff know how to swiftly administer first aid and manage any injuries that may occur within the setting. Staff use a fully insured minibus to transport children safely to woodland activities.

What does the setting need to do to improve?

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

- build further on staff's questioning techniques to encourage children to think

about and respond to questions in their own time

- ensure all staff are clear about procedures for sharing information with other settings, to provide a consistent approach for children's learning and development.

Setting details

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| Unique reference number | EY476511 |
| Local authority | Kent |
| Inspection number | 10263789 |
| 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 | 30 |
| Number of children on roll | 41 |
| Name of registered person | Riley, Rachelle Patricia |
| Registered person unique reference number | RP905000 |
| Telephone number | 07888 755103 |
| Date of previous inspection | 11 May 2017 |

Information about this early years setting

Care4kids Childcare registered in 2014. It is located in Charing, Ashford, in Kent. The setting is open Monday to Friday, from 8am until 5.30pm, all year round. The setting receives funding to provide free early education for children aged three and four years. The setting employs 11 members of staff. Of these, seven hold relevant early years qualifications at level 2 and above. This includes five members of staff who hold relevant early years qualifications at level 3 and one member of staff who has a relevant early years qualification at level 4.

Information about this inspection

Inspector

Kelly Hawkins

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 carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, staff, children and parents at convenient times and considered their views.
- The manager and the inspector carried out a joint observation during an outdoor play activity.

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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