

# Inspection of Kid Ease Hawkinge

Kid Ease Day Nursery, Haven Drive, Hawkinge, FOLKESTONE, Kent CT18 7RH

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Inspection date: 20 April 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children's laughter rings out in this industrious and exemplary nursery. They explore the sand, create with clay and delight in painting on the floor. Children's emotional development is a high priority. Insightful and caring staff gauge how children are feeling and give them access to a well-resourced sensory room. Here, they can explore textures, which can help to relieve anxieties. Staff value children's comforters and use them as puppets to develop communication. This helps children to feel safe and secure away from home. Staff are aware that transitions and changes can be stressful for children. They diligently ensure they prepare children to deal with new situations. For example, children get ready for their move to primary school by visiting the school and meeting the teachers. Teachers visit them to find out their interests, which they link to their targets. This helps to ensure that all children's learning is extended to meet their fullest capability. Children flourish in their key groups, discussing photographs of their new school.

Literacy is a high priority, and jubilant children are thrilled at hearing a story. The exceptional staff help children to recall and build memory skills. For example, at story time, children hear the story 'We're Going on a Bear Hunt'. They loudly join in with the actions. The practitioner uses dramatic emphasis to involve the children. They respond by ecstatically mimicking her words and actions. This supports children to develop a love of literature and an understanding of rhyme and language structure.

Children's behaviour is excellent. They listen to staff and work cooperatively to problem solve. Staff praise turn taking, and children respond by waiting patiently for their turn. Children demonstrate exceptional attitudes to learning. For instance, they concentrate for lengthy periods as they fit together tiny links to make a chain. This helps children develop self-regulation and the skill of holding information in their working memory.

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

- The highly qualified staff devise an exemplary curriculum. For example, each room uses the first 100 words to build children's vocabulary. Staff weave these words into children's interests and their starting points to address gaps in their knowledge. For example, babies' first words link to nursery rhymes. Staff make this a sensory experience as babies splash in water and hold boats as they sing about them.
- Staff ensure that children find out about the natural world. For instance, the older children are thrilled at the sight of a robin's nest in the garden. Children comment that the daddy robin goes to get worms to feed them and then he sits on the eggs until they hatch. Furthermore, children use vocabulary such as

'miniature' to compare the real eggs to paper ones. Staff support children to achieve exceptionally high levels of language competence. This means they are well prepared for the next stage of their education.

- Staff encourage children's independence. For example, they go to the toilet by themselves and wash their hands. Children delight in serving themselves hot food at lunchtime. Staff ensure that children learn about healthy eating, and this begins with the babies. For example, they show great pleasure in sampling the texture of cucumber and lemons. Staff introduce vocabulary, such as 'bitter' and 'sour'.
- Staff help children to problem solve. When they make long chains, they wonder how they will go around the room and if they are long enough. The manager uses questions to encourage children to think. Children suggest the chain should reach the ceiling. The manager reaches up to test this out. She uses mathematical language to discuss if it is tall enough and helps them to make comparisons.
- The special educational needs coordinator and manager ensure that all children's needs are met without delay. They engage highly effectively with the appropriate professionals to ensure that children with special educational needs and/or disabilities get the help they need to reach their full potential.
- Staff help children to find out about people in the world around them. For example, children scream out ecstatically when the visiting French teacher chats to her puppet companion, and they are able to say simple words in French. Staff help children to recognise similarities and differences between themselves and others. They follow a calendar of cultural celebrations and ensure that they involve parents. For example, staff invite parents to come in and celebrate festivals like Diwali and Holi.
- The manager provides staff with excellent support. They have regular supervision, and their continued professional development stems from children's needs. Staff say that they are very happy. Apprentices comment that they receive support from mentors throughout their courses, with additional guidance about life skills.
- Parents report that the nursery is 'amazing'. They say their children have made remarkable progress. They are happy with the communication and support regarding their children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular safeguarding training, and they have expert knowledge of all safeguarding issues. Staff understand their responsibilities in promoting children's welfare, and they know the signs and symptoms of abuse. They fully understand how to report any concerns without delay. Leaders follow robust recruitment measures. Staff aim to build children's confidence by engaging in risk taking. For instance, children learn about science and safety while toasting marshmallows on candles and experience the joy of a fire pit. Staff understand the broader safeguarding issues, such as 'Prevent' duty and county lines. They provide parents

with information about how to keep their child safe on the internet.

## Setting details

<b>Unique reference number</b>	EY245457
<b>Local authority</b>	Kent
<b>Inspection number</b>	10279761
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	104
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Kid Ease Limited
<b>Registered person unique reference number</b>	RP905544
<b>Telephone number</b>	01303 894111
<b>Date of previous inspection</b>	26 September 2017

## Information about this early years setting

Kid Ease Hawkinge registered in 2003 and is one of five nurseries run by Kid Ease. It operates in Hawkinge, Folkestone, Kent. The nursery is open each weekday, from 7.30am to 6pm, all year. The nursery receives funding to provide free early education for children aged two, three and four years. The provider employs 34 staff. Of these, 28 hold appropriate early years qualifications at level 3 or above. This includes two staff who hold relevant early years degrees and the head of childcare, who has a masters degree and early years teacher status.

## Information about this inspection

### Inspector

Kay Beckwith

## Inspection activities

- This was the first routine inspection the nursery 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. She assessed the quality of interactions and the learning opportunities the nursery provides.
- The inspector viewed the indoor and outdoor learning environments.
- During the inspection, the inspector spoke to the manager, deputy, staff and children at convenient times and considered their views.
- Relevant written documentation was reviewed.
- The inspector and manager carried out a joint observation of a member 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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