

# Inspection of Kid Ease Dover Triangles

Triangles Community, Triangles Centre, Poulton Close, DOVER, Kent CT17 0HL

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Inspection date: 19 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children and babies are happy and confident. Staff support children to settle well and place a strong focus on children's happiness. For example, they provide an effective transition procedure when children first begin at the setting. Children's emotional well-being is well supported. They form positive relationships with staff.

Babies are confident and at ease in the nursery. They babble and giggle as staff interact with them. Toddlers delight in exploring sensory play activities, such as sand and soil. They show curiosity and become immersed in their play as they mix mud and water, pretending to make cakes and other meals. Older children take part in active activities. They practise their balance and coordination as they play tennis or navigate across the obstacle course they have created in the garden. Children receive an abundance of encouragement and praise, which helps to boost their self-esteem and confidence in their abilities.

Children are well behaved and have a positive attitude to learning. Staff have high expectations for all children. Children love spending time in the nursery gardens and have many opportunities to explore the natural world around them. They learn the importance of caring for animals. Children gently nurture the nursery pets and understand when they need time to rest. This includes the much-loved forest school dog that is appropriately included throughout the day in the children's games and routines. Children relax when spending time with the nursery dog and they enjoy the therapeutic benefits that brings.

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

- Staff provide a well-planned early years curriculum that supports all children's learning and development. The curriculum is sequenced well and builds on what children already know. Staff have carefully considered what skills children need to move on to the next room. There is a focus on enhancing children's exploration and curiosity. Staff identify what the children need to learn next and implement this using the children's interests.
- Leaders recognise that the development of children's communication and language skills is a current priority. For example, there is a strong emphasis on a small selection of key words used frequently throughout the day to embed language. All children enjoy books and stories. They select from a wide range of books to look at independently or to share with staff. Furthermore, staff introduce new vocabulary through narration during the children's play and exploration. However, on occasions and in their enthusiasm, some staff speak too quickly and constantly. This does not allow younger children to process the interaction or have the time required to think and respond effectively.
- Children with special educational needs and/or disabilities are particularly well

supported. They develop close relationships with their key persons, who demonstrate good knowledge of children's circumstances. Staff work closely with parents and other professionals to meet children's specific needs.

- Children and babies enjoy mealtimes, which are social events. Children enjoy the healthy meals and snacks that are provided. Staff help children to develop their independence. For instance, young children are supported with tasks such as pouring their own drinks and serving their own food. Children learn skills to help them with their future learning.
- The management team is passionate about providing children and families with high-quality care and education. The team frequently reflects on practice to specifically identify areas for improvement. The manager sets staff targets to work towards and ensures they receive focused professional development. Staff speak positively about their role. They feel well supported by the manager and the wider management team. This leads to a positive, welcoming environment.
- Children and babies benefit from plenty of fresh air and exercise. They particularly enjoy a wide range of activities and experiences in the nursery gardens. Overall, children are engaged in their learning experiences. However, at times, staff do not recognise when some children have lost interest during adult-led group activities. They do not organise group activities to their full potential to ensure that all children are able to engage in the learning opportunity.
- Partnership working with parents is strong. Parents are happy with the care the staff provide. They say that the manager and staff are always friendly and approachable. Parents comment that they feel that their children have made good progress and that the nursery prepares them well for when they move to school.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their role and responsibilities to safeguard children. They know the signs and symptoms that may indicate children are at risk of harm or abuse. Staff are confident in the procedures to follow if they have concerns about the welfare of a child or the conduct of a colleague. The manager ensures staff complete regular child protection training that covers different aspects of safeguarding. This helps staff to remain vigilant to any changes in children's behaviour or family situation. Staff understand the dangers and risks to children from radicalisation or extremist behaviour.

## What does the setting need to do to improve?

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

- improve staff interactions with younger children to model the use of language,

- extend vocabulary and support their communication and language skills further
- provide further guidance for staff to manage group activities more effectively, to ensure that all children remain fully engaged in their learning.

## Setting details

<b>Unique reference number</b>	EY278153
<b>Local authority</b>	Kent
<b>Inspection number</b>	10295225
<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 4
<b>Total number of places</b>	102
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Kid Ease Limited
<b>Registered person unique reference number</b>	RP905544
<b>Telephone number</b>	01304 204653
<b>Date of previous inspection</b>	8 December 2017

## Information about this early years setting

Kids Ease Dover Triangles opened in 2004 and operates from six rooms within two-storey purpose-built premises in Dover, Kent. The nursery is open from 7.30am to 6pm each weekday throughout the year. The nursery employs 19 members of staff, of whom 16 hold appropriate early years qualifications. The nursery receives funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Kimberley Luckham

## 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 her evaluation of the nursery.
- The managers took the inspector on a learning walk and discussed the learning experiences planned for the children.
- At appropriate times during the day, the inspector spoke to parents, children and staff and took their views into account.
- The inspector spoke with the managers and staff about their responsibilities in keeping children safe from harm.
- The manager and the inspector observed the interactions between children and staff and discussed the learning that took place.
- The inspector reviewed documents relating to safeguarding, suitability and record-keeping.

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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