

# Inspection of Kiddiecare Kindergarten

Isted Rise Primary School, Downs Road, Istead Rise, GRAVESEND, Kent DA13 9HG

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Inspection date: 18 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 thoroughly enjoy their time at this caring and exciting setting. Staff have strong bonds with children and recognise when they need reassurance. They offer lots of support and cuddles. This helps them to feel safe and secure. Children quickly engage in their chosen activities. For example, they draw pictures of sunflowers, and they talk about the 'seeds' and 'petals'. Children start their day with a welcoming registration time. Younger children demonstrate a sense of pride as they talk about the weather. Older children confidently recognise large numbers on the calendar and know that the month is July.

Children demonstrate friendly behaviours as they play cooperatively together. They cheer on their friends as they take turns kicking a football. Staff support children to understand rules throughout the day. They use gentle reminders, such as 'walking feet' and 'quiet voices'. This helps children to understand what is expected of them. Children benefit from an ambitious curriculum. Staff plan exciting activities that fully motivate children to play and learn. They encourage children to persevere and keep trying at tasks they find difficult. For example, children try hard and concentrate when trying to hook the ducks out of a tray of water.

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

- Children's physical development is supported extremely well. There are ample opportunities for children to strengthen their muscles and physical skills. They confidently climb and lift themselves up onto large climbing apparatus. They manoeuvre around on bikes and have plenty of space to run around. Children enjoy messy play and mark making, which develops the small muscles in their hands. This helps to develop the hand and arm muscles that support early writing skills.
- The manager is passionate about providing high-quality education. Staff share her vision. They are enthusiastic about how they support children's learning and development. The curriculum covers all areas of learning, both inside and outside. Staff confidently discuss their key children's next steps in learning. Overall, they successfully provide a broad range of experiences based on what children know and can do. However, on occasion, staff do not plan adult-led activities fully effectively to extend children's learning and build even further on their skills.
- Children behave well. Staff praise children and share their expectations of behaviour with them. Children listen carefully to staff's instructions. For example, when staff ring the bell, they know it is time to move on to another activity. Children eagerly tidy up and show respect for their toys. This helps children to understand what to expect and what to do next.
- Staff have high expectations for children's independence skills. Children know

when to wash their hands, such as before mealtimes and after they have blown their noses. Staff build on these skills. They encourage children to spread butter on their toast and pour their own drinks. These skills help them to become independent in their self-care.

- The special educational needs coordinator is knowledgeable in her role. She works closely with key persons, parents and external agencies. Additional funding is used appropriately. For example, the funding is used to purchase resources and provide additional support. This helps children to make the best possible progress in their learning.
- Parents speak highly of staff. They meet with their child's key person to discuss their children's learning. Parents say that they make good progress. They say that their children are extremely well prepared for starting school.
- Children show an interest in musical instruments. They show confidence as they proudly perform 'music shows' for their friends. Children giggle and smile as they dance and move along to the music. They respectfully wait for their turn on the stage. This helps children to express themselves through movement and music.
- Staff feel well supported. They have regular supervisions to support and develop their practice and teaching. Staff identify training courses they would like to complete. For instance, courses in seeking further knowledge to develop and support children's language skills. However, professional development opportunities are not always focused on extending individual staff's knowledge and skills. For example, training plans identify mandatory training only.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are committed to safeguarding children. They display a good awareness of the signs and symptoms that might indicate that children are at risk of harm. Staff have a secure knowledge of the procedures to follow if they have any concerns about adults working with children. Accidents and incidents are recorded, and parents are informed. Staff risk assess the areas that children have access to daily. They practise regular fire drills with the children to promote the safety of all individuals on the premises.

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

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

- strengthen the planning of adult-led activities to make more use of opportunities to extend children's learning further
- focus professional development opportunities more sharply on supporting individual staff to consistently build on and develop their knowledge and skills.

## Setting details

<b>Unique reference number</b>	EY382505
<b>Local authority</b>	Kent
<b>Inspection number</b>	10303254
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Kiddistaff Ltd
<b>Registered person unique reference number</b>	RP528525
<b>Telephone number</b>	01474833424
<b>Date of previous inspection</b>	17 May 2018

## Information about this early years setting

Kiddiecare Kindergarten registered in 2009. It operates from a building in the grounds of Istead Rise Primary School. It is open five days a week, from 9am to 3pm, term time only. There are seven members of staff. Four staff hold early years qualifications at level 3 or above. The setting provides funded places for early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kelli Wiseman

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The manager shared her vision and ethos with the inspector.
- The inspector spoke to staff and children during the inspection.
- The inspector carried out a joint observation of an activity 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 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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