

Inspection of Red Kite Children's Day Nursery

Thistle Hill, Knaresborough, North Yorkshire HG5 8LS

Inspection date: 30 May 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children build strong bonds with staff, who are kind and friendly. Staff praise children for taking turns as they play in the sand and water play. Children's behaviour is good, and they regularly use good manners. Staff are good role models and speak to children with respect. They value children's ideas. For example, staff listen to their views as they pretend to sell cakes. Staff ask questions, such as 'What flavour do you think this one is?' This helps children develop their thinking skills and imagination. Staff help to extend young children's vocabulary and language skills. For example, they explain what a croissant is and use words, such as 'delicious' to describe them. Staff use familiar songs and nursery rhymes with younger children to further support their speech.

Children demonstrate that they have high self-esteem and confidently talk about what they are doing. For example, they proudly tell visitors about their visits to school. Children listen intently to new information and stories, to develop their listening and attention skills. They confidently develop their imaginative skills as they create pictures with various materials and resources.

Children enjoy learning and make choices as they play. They develop a good understanding of mathematics. For example, children learn to count as they build towers with blocks. Staff encourage older children to solve problems and develop their thinking skills. Children work out how they can remove water from the top of the sand tray, without removing the sand too. Older children develop skills in preparation for their move to school.

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

- Children benefit from fresh air and exercise in the nursery's extensive and stimulating outdoor area. Staff have recently extended opportunities for learning outdoors. They have introduced sheds with resources to support reading, literacy and mathematics. Children enjoy trips into their community. For example, they go to the local market, on nature walks and to visit the local nursing home.
- Staff help children to learn about cultural events and celebrations. For example, they plan activities to help children to learn about Chinese New Year. Staff plan days to help children to recognise and value differences in themselves and others. For example, they plan special events on World Down Syndrome Day.
- Staff plan an ambitious curriculum, overall, which includes activities to nurture their interests. For example, older children enjoy learning about animal's natural habitats. Younger children play with vehicles in foam to develop their small muscles and hand-eye coordination. However, some targets planned for what children need to know next are not ambitious enough to challenge them and to

ensure they progress at the highest possible level. Nonetheless, children are confident and motivated to learn.

- Parents report that they are happy with the care and learning their children receive. They say that staff are supportive and good at communicating. Parents comment that the activities for children are 'brilliant'. They have recommended the nursery to other families. Parents are kept well informed about the progress their children make.
- The manager supports staff's ongoing professional development. She regularly meets and talks with staff. The manager ensures staff access regular training that has a positive impact on the outcomes for children. For example, staff have extended their knowledge and skills to help support children with special educational needs and/or disabilities (SEND). They are well qualified.
- Children follow instructions well as they take part in large-group activities. For example, children listen attentively as they plant flowers in the sensory garden outdoors. Staff tell children the name of the flowers to extend their knowledge, for example 'fuchsia' and 'marigold'. Children sit well on the carpet during indoor group times. More confident children call out the answers when staff ask questions and demonstrate their good knowledge. However, on occasion, staff do not equally encourage the quieter, less confident children to participate in planned group activities, to extend their learning further.
- Leaders and managers are proactive in seeking early help for children when needed. They liaise effectively with other professionals and external agencies to ensure that all children receive the help they require. This includes children with SEND, those from disadvantaged backgrounds, and/or those in receipt of additional funding. Overall, staff help children to make the best possible progress in relation to their individual starting points.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- set more ambitious targets for children's planned next steps for learning, to challenge children more and to help accelerate their progress
- extend staff practices to encourage the quieter, less confident children more in large-group activities to motivate their learning more effectively.

Setting details

Unique reference number	EY383668
Local authority	North Yorkshire
Inspection number	10351482
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	36
Number of children on roll	63
Name of registered person	Red Kite Day Care Nursery Limited
Registered person unique reference number	RP905835
Telephone number	01423 867 345
Date of previous inspection	12 September 2018

Information about this early years setting

Red Kite Children's Day Nursery registered in 2008 and is located in Knaresborough, North Yorkshire. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including the nursery owner who holds qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector, the nursery owner and the nursery manager completed a learning walk around all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector viewed all areas of the premises used by the children. She observed interactions between staff and children during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the nursery manager.
- The inspector checked evidence of the staff's suitability. She held a meeting with the nursery manager and nursery owner and spoke to parents to seek their views and comments.
- The inspector discussed the nursery's self-evaluation and the impact this has on the nursery.

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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