

Inspection of Kid Ease Dover Buckland

Kid Ease Nursery, 1a Milton Road, DOVER, Kent CT16 2BJ

Inspection date: 28 November 2024

Overall effectiveness	Good
------------------------------	-------------

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

Families are warmly greeted at this friendly and welcoming setting. Staff know the children and parents very well and show kindness and care towards them. Children arrive happily, eager to go into their rooms to play and see their friends. This helps children to feel settled and secure. Staff provide a range of activities for children, which engage and motivate them. For example, younger children delight in exploring a 'winter wonderland' tray, sprinkling snow into cake cases and talking about the wintery weather with staff. Older children enjoy scooping coloured ice and explaining how it melts. These activities promote children's imagination and thinking skills successfully.

Staff develop environments to support children's individual needs and interests effectively. For example, staff have created cosy, calm spaces for children to promote relaxation and reflection. These help children to learn to manage their feelings, promoting their emotional well-being. Children with special educational needs and/or disabilities (SEND) are supported well. For example, children enthusiastically explore the special sensory space staff have developed for them. They maintain interest and concentration well when choosing different resources to play with. This helps promote children's positive attitudes to learning successfully. Staff provide one-to-one support and small group sessions to promote children's social skills. All children make good progress from their starting points.

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

- Staff successfully support children to demonstrate good behaviour. Older children offer to help staff take paintbrushes outside for an activity and scrape their own plates at lunchtime. Staff ensure that children know the rules and routines well. For example, children explore pictures together, explaining the class 'raspberry rules'. Younger children are kind to each other, taking water bottles to their friends. Babies giggle and laugh as they wash their hands together. This promotes children's awareness and respect for others effectively.
- Staff successfully promote children's perseverance and resilience. For example, staff encourage children to 'try, try again' when putting their own coats on. Staff praise and high-five children when they try new foods. Babies are comforted and cuddled by caring staff, who use family photos to help them settle in. This develops children's confidence and self-esteem well.
- Staff provide children with activities that support their understanding. Older children learn words such as 'transparent' when talking about colours. Younger children listen as staff describe how to 'score' their potatoes. However, staff's support is not always consistent. This means that, at times, not all staff recognise when they could extend and enhance children's language further to promote development.

- Children with SEND are supported well. Staff know them well and adapt activities and games to meet children's individual needs effectively. For example, staff provide tailored support using children's favourite toys to encourage concentration and perseverance. Staff create individual learning plans to ensure that children make progress against their next learning steps.
- Staff plan activities to excite and engage children. They enthusiastically explain to children how to paint umbrellas. Children are incredibly eager to have a go and sustain high levels of interest, talking about rainbows. Babies delight in joining in with rhymes and stories. These activities successfully promote children's engagement.
- Children's mathematical skills are promoted well. Staff talk to children about 'segments' when counting fruits. Children are encouraged to count 'one, two, three' when pushing cars down ramps with staff. Older children enjoy playing a matching bingo game together. These activities promote children's learning effectively.
- Leaders and managers have worked hard to adapt provision and support staff's safeguarding understanding well. They prioritise staff's well-being effectively. They are passionate and proactive. They have developed strong links with external agencies, the local authority and nearby schools to support children's next learning phases. The setting raises money for local charities to support families well.
- Partnerships with parents are strong. Parents are provided with effective feedback about their children's progress. They appreciate and value the support they are offered from staff. For example, parents talk highly of the flexible sessions to support their working patterns. Parents are invited into the setting regularly and look forward to these events. They report that their children enjoy attending and have made strong bonds with staff. They say that the setting is like a family.

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:

- support staff to identify when they can further extend children's language and communication skills more consistently.

Setting details

Unique reference number	EY286476
Local authority	Kent
Inspection number	10371069
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 8
Total number of places	58
Number of children on roll	94
Name of registered person	Kid Ease Limited
Registered person unique reference number	RP905544
Telephone number	01304 820948
Date of previous inspection	19 February 2020

Information about this early years setting

Kid Ease Dover Buckland registered in 2004 and is located in Dover, Kent. It is owned by Kid Ease Limited, which also owns other nurseries in Kent and Norfolk. The nursery opens each weekday, from 8am to 6pm, 51 weeks of the year. There are 16 members of staff working with the children, of which 13 hold early years qualifications. The nursery is in receipt of early years funding for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector at appropriate times during the inspection, and the inspector took account of their views.
- The inspector spoke with the nominated individuals about the leadership and management of the setting.
- The quality of education being provided was observed by the inspector, indoors and outdoors, and the inspector assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024