

# Kid Ease Hawkinge

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



## Inspection date

26 September 2017

Previous inspection date

6 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is a positive role model for her staff team. She creates a welcoming environment where staff, children and families feel supported, valued and respected.
- Children are happy and settle quickly. Caring staff follow children's home routines and parents' preferences and meet children's individual needs well.
- The manager and staff have a good understanding of how children learn. Staff use the inviting, well-resourced outdoor area well to inspire children to learn. The indoor areas are bright with interesting age-appropriate equipment.
- Staff use children's observations and assessments to plan challenging, interesting activities. Children make good progress from their individual starting points.
- Partnerships with parents and other professionals are good. Parents praise the good exchange of information about their children's care and learning. Staff work closely with specialists to meet children's individual requirements and help close any gaps in their learning.
- There is thorough monitoring of individual children and groups of children's achievements. This supports management to evaluate and make good improvements.

### It is not yet outstanding because:

- Staff do not use all opportunities to talk to babies and toddlers to fully develop their communication skills.
- Staff do not consistently use the same strategies to help children to understand their behaviour and the consequences of some of their actions.

## What the setting needs to do to improve further

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

- provide young children with more opportunities to develop their communication skills
- strengthen consistent use of age-appropriate behaviour strategies across the nursery.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector sampled a range of documentation, including key policies and procedures, accident records and children's development records.
- The inspector took account of parents' views through discussions.
- The inspector spoke to the manager, the qualified teacher and members of staff and children, at appropriate times during the inspection.
- The inspector and the manager observed and discussed a planned activity and held meetings to discuss children's progress, staff supervision, training, safeguarding and how management evaluates practice.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff regularly update their training to ensure they know the appropriate action to take if they identify children who may be at risk of harm. Staff understand their roles and responsibilities and work as a team. They ensure the safety of the children. For example, they understand how to deal with and maintain accurate accident records and inform parents appropriately. The deputy manager thoroughly analyses records of children's progress to identify and target any gaps in individual or groups of children's learning. For example, staff attended training to develop their ideas to support boys' learning. The support for children who have special educational needs or those for whom the provider receives funding, is good. They all make effective progress from their individual starting points. The manager self-evaluates well, involves her staff, parents and children, and identifies areas for improvement.

### Quality of teaching, learning and assessment is good

Staff use their knowledge of children's current interests to develop interesting activities. For example, children learn about the world around them as they find different insects. They incorporate mathematical language as they talk about size and the number of legs. The teaching of early reading skills is very strong throughout the nursery. For example, staff read books to babies to help develop bonds and their interest in books. Older children discuss the pictures as staff point to the words as they read. Staff regularly update parents of their children's progress and exchange information about their next developmental steps, to support home learning.

### Personal development, behaviour and welfare are good

Children's safety is a strong priority and staff supervise children well, particularly in the outdoor area. Children have plenty of opportunities to develop their physical skills in the outdoor area. For example, they ride bicycles around a hilly road and balance on logs. They develop their confidence and self-esteem as staff praise their efforts, for example, when they put on their own coats. Children develop their independence as they freely choose their toys and games. They develop their social skills well. For instance, they negotiate and play together using their problem-solving skills as they make a seat from large lockable blocks. Staff develop children's understanding of healthy lifestyles through their everyday activities, and children benefit from nutritious meals and snacks. Children develop a good understanding of other people's similarities and differences within the nursery and in the wider world. For example, they complete weekly visits to the local nursing home to interact with the residents.

### Outcomes for children are good

Children gain good skills in preparation for their future learning and for school, such as putting on their own coats and going to the toilet independently. They are confident and independent learners who lead their own play. Children acquire good early writing skills, such as developing good finger control as they balance ping-pong balls on golf tees. They develop good problem-solving skills, for example, as they complete peg puzzles and use their imaginations to make 'cakes' in the mud kitchen.

## Setting details

<b>Unique reference number</b>	EY245457
<b>Local authority</b>	Kent
<b>Inspection number</b>	1113892
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	104
<b>Number of children on roll</b>	179
<b>Name of registered person</b>	Kid Ease Limited
<b>Registered person unique reference number</b>	RP905544
<b>Date of previous inspection</b>	6 April 2016
<b>Telephone number</b>	01303 894111

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 40 staff. Of these, 31 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 holds an early years Master's degree and qualified teacher status.

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