

# Kid Ease Dover Triangles

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



<b>Inspection date</b>	8 December 2017
Previous inspection date	10 October 2013

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

## Summary of key findings for parents

### This provision is outstanding

- The management team are highly dedicated and passionate in leading a team of well qualified and experienced staff.
- Staff expertly tailor their planning and teaching to cater for each child's interests and abilities. Assessments are used by the management team to focus on the progress of individual and groups of children. Each child is helped to make outstanding progress in relation to their starting points.
- Staff have established exemplary partnerships with other professionals. They skilfully work together, giving parents timely advice and support, helping them to access a range of local services.
- Programmes for staff professional development foster a culture of mutual respect. Staff share any knowledge gained through training with each other to enhance teaching across the nursery.
- Parents contribute to initial assessments and are kept well informed about their children's ongoing progress.
- Equality and diversity are well supported by staff, who are extremely effective in providing an inclusive environment for all children. Staff encourage children to respect each other's differences and celebrate each other's achievements.
- Children show high levels of confidence as they make independent choices about what they want to do. Children's behaviour is excellent. They are kind, respectful and play cooperatively together. Staff consistently act as positive role models and set clear expectations for behaviour.

## What the setting needs to do to improve further

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

- extend the use of information about children's progress to continually refine teaching practices to help maintain excellent outcomes.

### Inspection activities

- The inspector spoke to the manager and other staff at appropriate times throughout the inspection.
- The inspector observed the quality of teaching and the impact this has on the children's learning both indoors and outdoors.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents; including the nursery self-evaluation and a range of policies and procedures.
- The inspector gathered the views of parents on the day of the inspection.

### Inspector

Lisa Fountain-Johnston

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have a secure and up-to-date knowledge of what to do should they have a concern about a child's welfare. The management team use self-evaluation highly effectively to identify their key priorities for continuous improvement. For example, they analyse information about children's achievements to ensure all areas of learning are planned for and embedded into staff's teaching practice. The management team have made good use of additional funding to improve outcomes for children who have special educational needs/disabilities; this is evident in the progress made, particularly in personal social and emotional development. They have begun to monitor the progress of children who are in receipt of 30 hours free entitlement funding. However, they have not yet evaluated the impact of this to see where teaching could be improved further.

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

Children have plenty of opportunities to explore resources which contain an element of controlled risk, such as the use of 'tinker boxes' containing screws, bolts and chains. This helps children learn how to keep themselves safe. Staff quickly identify when children require additional support to help close any gaps in learning. For example, children identified with low starting points in their mathematical development receive targeted support. This means that children make rapid progress in their learning. Staff skilfully extend learning as they support children's interest in technology. For example, they introduce the use of an overhead projector and children use props to re-tell their favourite story. They excitedly create stories as they see their favourite characters projected on the wall, and staff ask open-ended questions, challenge thinking and model language.

### Personal development, behaviour and welfare are outstanding

There is a purposeful, effective key-person system in place. Staff know the children extremely well. For example, staff recognise when children need quieter times and have introduced 'islands' where key staff create a calm area that children can access. Children's independence and self-care skills are exceptionally well supported. Even the youngest children are encouraged to try and do things by themselves. For example, accessing the 'cleaning station' to wipe their noses and wash their hands. Older children learn to take turn as they self-serve from a choice of healthy, home-cooked meals using utensils. Staff involve children in discussions about healthy food choices, portion size and the impact food has on their body.

### Outcomes for children are outstanding

Children of all ages and abilities are making outstanding progress from their starting points. They are developing the attitudes, skills and dispositions needed in readiness for school. Children learn to count, sort and match quantities based on their interests of bugs, for example. Children enjoy breaking down and segmenting words as they clap their names to identify how many syllables they have. Babies' literacy development is well supported as they explore books. They also have excellent opportunities to become

familiar with text, such as by being surrounded by examples of print.

## Setting details

<b>Unique reference number</b>	EY278153
<b>Local authority</b>	Kent
<b>Inspection number</b>	1113988
<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>	102
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Kid Ease Limited
<b>Registered person unique reference number</b>	RP905544
<b>Date of previous inspection</b>	10 October 2013
<b>Telephone number</b>	01304 204653

Kids Ease nursery is one of five nurseries run by Kid Ease Ltd. It opened in 2004 and operates from six rooms within a two-storey purpose built premises in Dover, Kent. The setting is open from 9am to 6pm each week day throughout the year. The nursery employs 14 members of staff; all hold appropriate early years qualifications.

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