

# Kiddie Kapers Neighbourhood Nursery

The Willow Centre, Brookfield Road, Ashford, Kent, TN23 4EY



<b>Inspection date</b>	11 November 2016
Previous inspection date	2 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- All children and their families, including those who speak English as an additional language, feel welcome. For example, staff invite parents to come in to read stories to children in their home languages. This also helps to build on children's understanding of diversity.
- Children develop a healthy lifestyle and they enjoy playing in the fresh air. Staff organise joint physical activity sessions for younger and older children, which helps them to share positive experiences with each other.
- Older children develop good early literacy skills. They learn to assign meanings to the marks they make. For example, they state they have drawn a ladybird with spots.
- The manager monitors children's progress regularly to help identify concerns in their development. She establishes close partnerships with professionals to help develop targeted plans to support individual children, such as those with special educational needs, to catch up. Children make good progress from their starting points.

### It is not yet outstanding because:

- Occasionally, staff are engaged in routine activities and miss some opportunities to extend children's learning further, for instance at lunchtime.
- The management team has not considered further ways to provide more opportunities for discussions between staff and parents to help ensure continuity for children.

## What the setting needs to do to improve further

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

- make the best use of all opportunities to extend children's learning including during daily routines such as lunchtime
- build on the existing good arrangements for sharing information between staff and parents to provide further opportunities for discussion.

### Inspection activities

- The inspectors observed children and their interactions with staff.
- The inspectors carried out joint observations with the manager.
- The inspectors took account of the views of parents and children.
- The inspectors held discussions with the provider, manager and staff as appropriate.
- The inspectors viewed a sample of documents including children's learning records.

### Inspectors

Geetha Ramesh, Caroline Gibbons

## Inspection findings

### Effectiveness of the leadership and management is good

The management team evaluates the provision effectively to ensure all staff understand their roles and to continually improve outcomes for children. For example, it has made positive improvements in response to the recommendations set at the previous inspection. Arrangements for safeguarding are effective. Staff understand their responsibility to report child protection issues, including allegations against colleagues, and they have up-to-date knowledge of safeguarding guidelines. The manager monitors staff's performance regularly and provides them with effective guidance and support. Staff attend a range of training courses, such as supporting children's communication and language development, and they use what they learn to improve children's learning experiences. The manager establishes effective relationships with other settings that children attend to support continuity in their learning. Effective arrangements are in place to inform parents of important changes such as children transferring to another room.

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

Staff enthusiastically support children's curiosity to explore the natural world. For example, they joined in children's excitement when they found a worm in the garden and questioned them about where they found it. They help older children to learn to care for living things such as guinea pigs. Staff introduce children to counting and mathematical language, for instance when children make cakes in the mud kitchen. They skilfully support children's emerging communication skills. For example, they used signing to encourage toddlers to express their choices at snack time. Staff plan interesting activities which stimulate young children's creativity. For example, they provided a tray of shaving foam and babies thoroughly enjoyed exploring it and giving the dolls a bath in it.

### Personal development, behaviour and welfare are good

Staff support children's personal, social and emotional development well. For example, key persons regularly assess children's emotional well-being and involvement and they use this effectively to plan for individual children's needs. They support children to behave well. For example, they sensitively help children take account of the needs of others and to share and take turns. Older children learn to take appropriate risks. For example, they learn to use scissors. This helps build on their confidence.

### Outcomes for children are good

Young children develop independence and learn to take responsibility for their personal needs. For example, babies learn to help themselves to a drink when they are thirsty and toddlers learn to peel satsumas at lunchtime. Older children develop their early reading skills, for example, as they learn to identify letter shapes. Children make good progress towards the next stages in their learning and are prepared well for their move to school.

## Setting details

<b>Unique reference number</b>	EY295433
<b>Local authority</b>	Kent
<b>Inspection number</b>	1077397
<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 - 4
<b>Total number of places</b>	89
<b>Number of children on roll</b>	121
<b>Name of registered person</b>	Beaver Community Trust Ltd
<b>Registered person unique reference number</b>	RP525087
<b>Date of previous inspection</b>	2 April 2014
<b>Telephone number</b>	03000418800

Kiddie Kapers Neighbourhood Nursery registered in 2004. It is located in the Willow Children's Centre in the area of South Ashford, Kent. The nursery is open each weekday from 8am to 6pm, for 50 weeks of the year. There are 33 members of staff including bank staff. Of these, 24 hold appropriate early years qualifications ranging from level 2 to level 4. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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