

# Kinder place

Scarborough Hospital, Woodlands Drive, Scarborough, North Yorkshire, YO12 6QL



<b>Inspection date</b>	23 August 2016
Previous inspection date	18 August 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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 quality of teaching is consistently good for all children. All staff have an effective understanding of how children learn through a balance of play, exploration and planned experiences. Children are eager to join in activities and are active learners.
- Staff complete regular, precise and accurate assessments of children's development. This includes the progress check when children are aged between two and three years. All children, including those who have special educational needs or disability, make consistently good progress in relation to their starting points.
- Children have developed secure bonds with their key person and all staff members. They demonstrate they feel safe in the nursery and develop high levels of self-confidence. Parents are particularly pleased with this aspect of care and value the family feel of the setting.
- Staff gather extensive information from parents and families about the best way to meet children's individual care, learning and dietary needs. They actively promote inclusion and have developed relationships with a range of professionals to support them in more-specialist areas.

### It is not yet outstanding because:

- There is scope to further develop the ways staff help children to develop their literacy skills, particularly their early reading, writing and spelling.

## What the setting needs to do to improve further

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

- enhance teaching skills that help older children to further develop their good early reading, spelling and writing skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a number of joint observations with the nursery manager and provider.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers are committed to providing good standards of care and learning for children. Since the last inspection, they have worked tirelessly to make changes which have improved outcomes for children. For example, the entire staff team has reflected on the impact of their teaching and the progress children make. This has helped them to improve the quality of learning experiences for children as they work on focused activities in smaller groups. Staff are deployed effectively and are well qualified. They have regular supervisions and attend training days to develop their skills to work with children. For example, staff have attended training with medical professionals to meet children's specific individual needs. Safeguarding is effective. The manager has robust procedures in place to identify, record and report concerns about children's welfare. Staff are trained to be vigilant and fully understand how to promote children's safety and well-being.

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

Teaching is, overall, consistently good for all children, including babies and those who have special educational needs or disability. For example, staff understand that babies and the youngest children learn through play and exploration. Toddlers delight in the sensory experience of using paint on their hands and feet. Staff show children the marks they make on the paper. They model clear words to them to further help develop their communication skills. Older children thoroughly enjoy searching for bugs in the garden and listen intently as staff model how to make a worm home. This helps children to develop their understanding of the world and they begin to show care and concern for living things. Staff know children very well and gather information from parents about what children already know and can do upon entry. This helps them to form baseline assessments of children's progress and identify any areas where they may need support.

### Personal development, behaviour and welfare are good

Children develop high levels of independence and show confidence in their own abilities. Staff offer an effective amount of praise and support which helps children to keep trying and develop new skills. For example, children serve their own lunches, take an active part in their own self-care and are beginning to show awareness of their own safety. Staff help children to be healthy. For example, children enjoy fresh fruit at snack and have free-flowing access to a sheltered veranda for fresh air. They enjoy using the larger outdoor space and develop their small-muscle skills, for example, as they cycle around. Staff help children to develop respect for each other and themselves. They model good manners and promote positive behaviour. Children enjoy spending special time with their siblings. This has a positive impact on their emotional well-being and helps children to form bonds.

### Outcomes for children are good

All children make consistently good progress in relation to their starting points. Staff are focused on preparing children for their eventual move to school and closing any gaps in learning. Staff use funding effectively to support children's learning and enhance resources. Children are eager to join in with activities and concentrate for extended lengths of time in activities of their choosing.

## Setting details

<b>Unique reference number</b>	EY417945
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1060417
<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 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Kinder Place Limited
<b>Registered person unique reference number</b>	RP901958
<b>Date of previous inspection</b>	18 August 2015
<b>Telephone number</b>	01723 342425

Kinder place was registered in 2010. The nursery employs 10 members of childcare staff. All of whom hold appropriate early years qualifications from level 2 to level 6, including one with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm, except for bank holidays, staff training days and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. Children who have special educational needs or disability attend.

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