

# Kid Ease Nursery @ Hawkinge

Inspection report for early years provision

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**Unique reference number**

EY245457

**Inspection date**

05/11/2010

**Inspector**

Sue Hall

**Setting address**

Haven Drive, Hawkinge, Folkestone, Kent, CT18 7RH

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Kid Ease Nursery @ Hawkinge is one of six nurseries run by Kid Ease. It opened in 2003 and operates from a purpose built building in Hawkinge, near Folkestone, Kent. A maximum of 104 children may attend the setting at any one time. The setting is open each weekday from 7.30am to 6pm for 51 weeks of the year. There is also after school provision for 16 children from the adjoining primary school. All children share access to a secure enclosed outdoor play area. There are currently 175 children aged from three months to under eight years on roll. Of these, 50 children receive funding for nursery education. Children mainly come from the local community. The setting currently supports a number of children with special educational needs and/ or disabilities and also children who speak English as an additional language. The setting employs 29 staff. There are 23 staff, including the manager and room supervisors, who hold appropriate early years qualifications. There are 14 staff who are working towards an additional qualification, with two working towards a childcare qualification. The setting is a member of the Pre-School Learning Alliance. It also receives support from the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision at Kid Ease Nursery @ Hawkinge is outstanding because of the high level of care for the children which enables them to settle happily and make outstanding progress in all areas of their early development. Staff are very knowledgeable about the needs of the children in their care and ensure they feel valued and included in very well planned and organised activities. Children respond very well to the care and support they are given and really enjoy the wide range of activities available. Outstanding partnerships with parents, carers and other organisations ensure that the staff has the necessary information to support children's individual needs. There is an excellent focus on continual improvement through constant questioning of what works well and what can be improved.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop systems to ensure all risk assessments are rigorous, in order for the provision to be as safe as possible.

## The effectiveness of leadership and management of the early years provision

The safety of the children is a high priority reflected in excellent routines including health and safety checks and vigilant, very effective safeguarding procedures. The very careful recording of sleep times, nappy changes and other procedures ensures

the care provided for children of all ages is tailored to individual needs. Resources are very good and equipment for the youngest ones is of very high quality, well organised and inviting. A wide range of policies and procedures are securely in place, regularly reviewed and accessible to everyone. Risk assessments are carried out frequently with routine checks of different areas. However, some of these are not carried out rigorously.

Children make outstanding progress towards the early learning goals because the staff team share an excellent understanding of how young children learn and develop. The manager leads her staff very well and has an infectious passion for her role that motivates everyone to do their best. All adults have appropriate and relevant qualifications and work to improve their skills by undertaking further training. There has been very good progress in meeting the recommendations from the last report. For example, parents now have access to the complaints procedure and the children have more opportunities to solve problems.

All stakeholders, including staff, parents, carers and children are fully consulted about how well the setting is meeting everyone's needs. Through regular questionnaires for parents and children the 'You said and we did' board illustrates what response was made to suggestions for changes, including how to ensure drinks cups are always clean. Self-evaluation procedures are excellent and a key reason why what was already a successful setting has continued to improve.

Children with special educational needs and/or disabilities are very well catered for through the effective work of the additional needs coordinator and staff team. Individual needs are identified early. Staff make referrals, liaise with parents and carers and where appropriate involve outside agencies. This has a positive impact on ensuring the needs of every child are fully met.

Links with parents and carers are outstanding. Those spoken to, without exception, praised staff in warmly supporting their children. The main strength is in the close contact between staff and families and the regular sharing of information. The manager is readily available to talk to carers to address any concerns. Planning and a range of information is available in each base. While there are only a relatively small number of full newsletters there are regular ones for each room with information regarding current and forthcoming activities. The recently introduced system for sharing information between staff and carers works well. Notes are used to pass information from families to staff about end of day arrangements. Information about activities to do at home supports learning effectively. The setting is very well supported by the parent company that offer staff training in many areas and write the policies and procedures for the setting to follow.

## **The quality and standards of the early years provision and outcomes for children**

Children make excellent progress in all areas of their learning and personal development. They are engaged, busy and happy throughout the day. There is an excellent balance of child-chosen and adult-led activities. While there is an

underlying routine for each session, there is ample opportunity for children to move between activities and make choices in their learning. The well organised system of key workers for each child ensures continuity and consistency for even the youngest children. The recently updated format for the 'Learning Journeys' folders for each child ensures a flexible approach to the assessment of progress and recording of information.

Children are very well behaved because they respond well to the high expectations and clear guidance of the staff. They become confident and independent and are able to make choices in their learning because the setting places high priority on such skills. This enables them to grow in confidence, share equipment and work and play together very well. There is a strong emphasis on outdoor play. Children enjoy healthy snacks and meals and are consulted about menus which helps them to develop an understanding of how to lead a healthy lifestyle. Children learn how to share the space hoppers, trikes and sit in cars and enjoy travelling along the small hills on the purpose built track. Staff promote good hygiene habits and children know they must wash their hands after using the toilet and before eating. Children develop a very good understanding of how to keep themselves and others safe in enjoyable and vigorous activities outdoors. They enjoy making firework pictures and decorating cardboard rockets. Staff combine such activities well with clear messages about not touching fireworks.

Children make excellent progress towards the early learning goals through play and exploration. The planning of activities is a strength which together with very effective observation and assessment is used to ensure that children enjoy the activities and achieve very well. Opportunities for early mark-making and counting skills are woven through many practical activities and staff use questions well to deepen children's understanding and knowledge. For example, two- and three-year-olds learn to use numbers when counting three, two, one blastoff while decorating their rockets. Older children learn the sounds of letters and enjoy simple mark-making and early writing activities. Children learn about festivals and other cultures and have enjoyed making chalk Mandala patterns outdoors. They make a positive contribution to their community by holding special events and raising funds for local causes. They learn how to care for their guinea pig and how to look after spiders and observe what happens in the school's wormery. They grow their own vegetables and enjoy moving logs around to make an imaginary campsite. All of these very well planned learning opportunities help children develop a range of skills that equip them very well for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met