

Inspection of Kinder Place

Hospital Staff Social Club, Woodlands Drive, Scarborough, North Yorkshire YO12 6QN

Inspection date: 10 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter the nursery with excitement and confidence, and they are warmly welcomed by their key person. They quickly settle into the routines of the day, which helps them feel safe and secure. Children effortlessly use exceptional manners and their behaviour is excellent. Younger children follow the examples set by older children. Children take the time to see if younger children need any help. For example, children willingly share their bicycles and offer support in how to ride them. Children comment on the acts of kindness of others, for example, 'He just gave him his bike. That was kind.'

Children explore the outdoor environment with enthusiasm and imagination. They are highly focused when digging and looking for worms. They eagerly swap tools to extend each other's play. Staff encourage children to think and be inquisitive. For example, when children ask where worms live, staff respond saying, 'That's a good question.' Staff discuss where worms live and encourage children to compare the sizes of the worms they have found.

Staff have high expectations of children and offer activities that suitably challenge them. For instance, younger children select jigsaw pieces to help them learn about colours. Older children use technology to select electronic pieces to make a caterpillar. Children concentrate exceptionally well and wait to take their turn while offering help and encouragement to their friends.

What does the early years setting do well and what does it need to do better?

- Partnership with parents is very good. Parents comment on how the nursery staff have been supportive during the COVID-19 pandemic. While parents are not yet entering the nursery, staff still keep parents informed about their child's development via an online learning application.
- Staff understand the importance of children developing good communication and language skills. They make use of opportunities to join in with children's play and build on their conversations. Staff ask appropriate questions and talk to children about what they are doing. For example, children look through different coloured pieces of plastic to look at how this changes the colours in the environment. Children explore how placing pieces of coloured plastic together creates other colours.
- Overall, children benefit from an interesting and well-balanced curriculum because staff provide activities to build on what children already know and can do. For example, children make bird feeders after learning about wild birds and what they eat. Staff place the feeders outdoors, so children can watch the birds feeding.
- Children and babies form close bonds with their key person and other adults.

Staff treat all children with care and respect. Children receive an abundance of praise and encouragement for their achievements. As a result, children have high self-esteem. This helps to support children when they make transitions within the nursery or their move on to school. Children make good progress from their starting points in learning. Staff quickly identify children with special educational needs and/or disabilities and provide support to meet their needs.

- Staff place a good focus on teaching children the importance of leading a healthy lifestyle. Children learn the importance of brushing their teeth and which foods are healthy. They follow good hygiene practices. Children regularly play outdoors and participate in physical activities. They observe that their heart beats faster after riding the bicycles fast around the road track.
- The manager shows a clear commitment to providing high-quality care and education. The manager and staff regularly reflect on their practice within the nursery. For example, after merging two rooms, they have made changes to group activities and daily routines. However, these are not always organised effectively. For instance, it takes additional time for a larger group of children to come together, which means that on occasion children sit waiting for too long.
- Staff benefit from regular supervision meetings. The manager places a high priority on staff's well-being. Staff have opportunities to extend their professional development through online training and team training days. They feel well supported by management.
- Staff support children to be independent from an early age. Babies begin to feed themselves. Pre-school children butter their toast and pour their own drinks. Children independently choose books to look at. They gently turn the pages, chattering as they pretend to read these.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about their responsibilities to keep children safe. Staff complete training on all aspects of safeguarding to ensure that they understand local and broader safeguarding issues, such as the 'Prevent' duty. All staff hold appropriate paediatric first-aid certificates to help them to care for children in the event of an accident or incident. The manager carries out checks to ensure that all staff working at the nursery are suitable to do so. She has procedures in place to keep staff and children safe, and prevent the spread of infections.

What does the setting need to do to improve?

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

- consider how group activities and daily routines can be managed more effectively to ensure children are not waiting for extended periods of time.

Setting details

Unique reference number	EY557333
Local authority	North Yorkshire
Inspection number	10175043
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	80
Name of registered person	Kinder Place Limited
Registered person unique reference number	RP901958
Telephone number	01723 342425
Date of previous inspection	Not applicable

Information about this early years setting

Kinder Place registered in 2018. The provider employs 10 staff. Three staff hold qualifications at level 6. All other staff hold childcare qualifications at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children. It is open from 7am to 6pm, Monday to Friday, for 50 weeks a year.

Information about this inspection

Inspector

Joanne Clark

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- A joint observation of an activity was carried out by the inspector and the provider.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to staff, parents and carers at appropriate times during the inspection about their experiences, skills and knowledge.
- The inspector held a meeting with the provider. This included a review of relevant documentation, including evidence of staff's suitability and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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