

Kiddikins Nursery

Sure Start North, Hartlepool Main Centre, Hindpool Close, HARTLEPOOL, Cleveland, TS24 0TB



Inspection date	3 March 2015
Previous inspection date	24 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good because staff plan a balance of adult-led and child-initiated learning experiences. As a result, all children make good progress as their individual interests are followed and extended.
- Staff work closely with external agencies and other professionals to ensure children with special educational needs and/or disabilities are well supported. Therefore, effective strategies are in place to meet children's requirements.
- Children are provided with a selection of balanced meals and snacks, follow good hygiene practices and have daily opportunities to participate in physical play. This effectively promotes healthy lifestyles.
- Staff are well qualified and are encouraged to undertake regular training to update their skills and knowledge. This means the manager and staff team have a good understanding of the requirements of the Early Years Foundation Stage.
- Self-evaluation systems are used to reflect on daily practice and identify areas for future development. This shows staff have a good capacity to maintain continuous improvement.

It is not yet outstanding because:

- Occasionally, staff do not fully maximise opportunities to develop children's already good mathematical skills further throughout their activities.
- Younger children sometimes become distracted and unsettled because staff have not fully considered their needs when planning group time arrangements in the pre-school room.

What the setting needs to do to improve further

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

- enhance the already good practice in teaching children about mathematics by further developing opportunities for them to count and learn about shape and colour throughout their everyday play
- ensure younger children are not distracted during group times in the pre-school room, and that they can fully participate in age-appropriate and stimulating activities.

Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with a senior staff member.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery rooms.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are actively engaged and motivated as staff provide them with a wide variety of interesting and challenging activities. Younger children develop their curiosity as they explore and investigate natural and sensory materials. Older children show concentration and perseverance as they play with small world resources and use the computer. Staff successfully support children's communication and language development. They interact well with children, engage in constant discussion and use good questioning techniques. This also promotes children's critical thinking and problem-solving skills. Children learn about mathematics as they fill and empty different-sized containers and complete jigsaw puzzles. However, staff do not always encourage children to count or to learn about shape and colour as they participate in construction and creative activities. Staff complete regular observations and assessments to recognise children's achievements, identify their next steps in learning and track their ongoing progress. Children are regularly involved in group time activities, which support their personal, social and emotional development. However, the group size in the pre-school room is sometimes too large, which means younger children do not fully participate as they become distracted and unsettled.

The contribution of the early years provision to the well-being of children is good

Staff have implemented an effective key-person system, which ensures children form secure attachments and develop positive relationships. Therefore, children are happy, settled and content at nursery. The environment is warm, bright and welcoming, which results in children being confident and comfortable. Staff use empathy dolls to promote children's emotional well-being further and develop children's understanding of friendships and behaviour. Children learn about safety and take appropriate risks because staff provide clear guidance so they fully understand the boundaries and expectations. Staff have established good relationships with local primary schools, which ensures children are well supported and prepared for the next stage in their learning.

The effectiveness of the leadership and management of the early years provision is good

The manager has a clear vision for the nursery and is very enthusiastic and passionate about her role. Staff have a good understanding of how to safeguard children effectively and successfully implement a range of written policies and procedures to protect children's welfare. In addition, staff complete risk assessments and daily safety checks to maintain children's safety and well-being. There are effective monitoring systems in place to ensure children are progressing well and any gaps in their learning can be addressed quickly. Staff participate in regular team meetings, supervisions and appraisals to support their professional development. Relationships with parents are good as they receive daily feedback to keep them informed about their children's learning and development. Staff have also established links with the local authority and children's centre where they are located as they fully understand the importance of partnership working.

Setting details

Unique reference number	EY398330
Local authority	Hartlepool
Inspection number	859951
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	73
Name of provider	Kiddikins Childcare Ltd
Date of previous inspection	24 February 2010
Telephone number	01429 288285

Kiddikins Nursery was registered in 2009 and is located within a Sure Start building. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including the manager who has a qualification at level 5. The nursery opens Monday to Friday, from 8am until 6pm, all year round except for bank holidays and one week at Christmas. The nursery receives funding for the provision of early education for two-, three- and four-year-old children.

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