

<b>Inspection date</b>	27 November 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 manager has a clear understanding of her legal responsibilities and is committed to the ongoing development of the setting. She effectively evaluates practice and outlines clear action plans to lead improvements.
- All pre-school children make good progress in their learning and development. This includes those who speak English as an additional language and those who may require additional support. Staff support children's communication and language skills well. They act as positive role models as they use clear speech and good eye contact and enrich their interactions with signs and actions.
- Staff are kind, caring and attentive to what children say and do. This helps them to build strong bonds and secure emotional attachments which support children's well-being and self-confidence effectively.
- Children's future move on to school is very effectively managed. The setting works closely with the nursery and Reception classes of the school on site. They link regularly to share good practice and support individual children's needs. They adapt arrangements to mirror those of the school to minimise the changes to children's routines and new environment.

### It is not yet outstanding because:

- Arrangements for sharing information with parents are not always successful. Not all parents are fully aware of all aspects of setting practice, such as changes to the staff team.
- During planned group activities staff sometimes do not fully promote children's attention and listening skills.

## What the setting needs to do to improve further

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

- increase the level of information provided to parents and support them to have an even greater understanding of all aspects of pre-school practice
- review the management of routine group activities supporting children's active involvement and the development of their attention and listening skills.

### Inspection activities

- The inspector observed activities in the main playroom and the outside area, as well as children's morning drop off and nursery visit in the main school. She conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at pre-school children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Children are well protected by robust risk assessments and clear procedures which ensure that they are always well supervised and cared for. There are strong systems in place for the supervision and monitoring of staff. All staff are qualified and their professional development is encouraged, by attending mandatory and additional training. The sharing of their new knowledge with the whole team and the effective implementation of this into practice results in the good quality teaching children receive. Parents and carers express high levels of satisfaction with the staff and the quality of care that their children receive. Pre-school parents contribute information about their child's care routines and learning needs and receive regular feedback on their children's progress.

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

Children are motivated and keen to learn, due to the stimulating play environment and warm interactions from staff. Children are listened to, supported to complete tasks and engage in conversations with staff to enhance their language and understanding in activities. Children's early writing skills develop as they make marks with paint and pencils and in sand. Staff ask probing questions to encourage children to describe and discuss their creations, extending their learning further. Children name colours, talk about stripes on their tiger and count out four legs. Children name shapes and use appropriate shapes to create faces. Staff help them to recall other facial features and they encourage children to think about emotions. Children show very good understanding as they talk about the eyes looking cross.

### Personal development, behaviour and welfare are good

Staff are calm and patient and give children individual attention which helps to ensure that each child feels valued and special. They provide very responsive additional support when children are struggling to understand expectations and they use positive praise to acknowledge their achievements. Children learn to take turns, share toys and play with other children. All children are learning to behave well, including those whose individual needs require particularly sensitive intervention and additional support. Children have good opportunities to be physically active. The manager and staff understand that some children prefer to learn and explore outside. Pre-school children enjoy long periods of play in the setting's small but extremely well-resourced outdoor area. Additionally, they have the chance of regular visits to the larger outdoor area belonging to the school's nursery class. They relish the larger spaces and equipment. They show their skills on the challenging obstacle course and carefully negotiate paths and other children as they pedal bikes and push themselves along on scooters.

### Outcomes for children are good

All pre-school children are making good progress and are being well prepared for their move on to school. Any gaps in children's individual progress are quickly identified and planned for by each child's key person.

## Setting details

<b>Unique reference number</b>	EY481252
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	989815
<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>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Nicola Louise Blake
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01604 234574

KidsStop was registered in 2014. The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications from level 2 to level 3. The setting opens from 8am until 6pm, Monday to Friday, all year round, except for bank holidays. The setting provides funded early education for two-, three- and four-year-old children.

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