

<b>Inspection date</b>	1 March 2016
Previous inspection date	7 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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 pre-school provides children with a wealth of inspirational opportunities that supports them to develop a desire for learning.
- Since the last inspection, the manager and staff have made improvements to ensure that children are fully safeguarded. They have implemented robust risk assessments that cover all areas of the setting both inside and outdoors.
- Staff work very well together. They share a vision and commitment for developing the quality of the pre-school.
- Staff build positive relationships with parents. They ensure parents are kept informed about the progress that their children are making. Parents appreciate the good quality of care and support provided by the pre-school.
- Staff gather detailed information about what children already know and can do at home. They make regular and precise assessments of their learning. This enables them to plan activities that are appropriate to their developmental stage.
- Children are well behaved and settle in quickly. They form strong attachments to the staff and make good friends with each other.

### It is not yet outstanding because:

- Although the manager evaluates staff practice and identifies areas for improvement, she does not always clearly identify what support staff need in order to develop their teaching skills to the highest levels.

## What the setting needs to do to improve further

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

- identify and provide the support that staff need to raise the quality of their teaching to the highest levels and check that any changes made have a positive impact on outcomes for children.

### Inspection activities

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

### Inspector

Ann Lee

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff understand their responsibilities to protect the children from harm. They know who to contact and what to do if they have a concern about a child. Recruitment procedures are robust and ensure all staff are suitable to work with children. Regular staff and supervision meetings are held. Staff regularly attend training events to increase their knowledge and to ensure that they remain up to date with current legislation. However, currently there is not a clear focus on identifying the specific training needs of staff in order to raise the quality of teaching to the highest levels. Effective partnerships have been established with other settings that children attend which means that their care and learning are consistent.

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

The experienced staff create a calm, stimulating and welcoming environment. They understand how children learn. Staff help children to build on their previous knowledge and skills. They show enthusiasm and respect for children's play, actively joining in with conversations and discussing how to overcome problems that may arise. For example, when children take buckets of sand to the writing area it is carefully explained how it will make the table too gritty for other children to use for writing. Children are encouraged to take the bucket back to the messy area and staff use the opportunity to introduce mathematical language discussing how heavy the bucket is. Children enjoy finding out and exploring. They show delight at the results of mixing different colours of paint together. During group activities children are encouraged to develop their imagination, offering their own contributions to stories and songs. Staff quickly adjust and adapt activities to ensure that younger children's interests are included.

### Personal development, behaviour and welfare are good

Children are provided with lots of opportunities to develop their independence. They are easily able to access all areas of the pre-school and can make choices about what and where they play. Snack time is organised so that children are able to decide when they are hungry and to judge the amount of food they wish to eat. Staff encourage children to put on their own coats and to remember that they must wear high-visibility jackets when they play in the outdoor area. Children's safety is promoted, for example, as they are taught how to safely go up and down the stairs. Staff teach children to respect others, play cooperatively and share. They praise children frequently and value their opinions. Good manners and kindness are promoted extremely well. Children develop their physical skills as they play on the large play equipment in the play barn. The recently developed outdoor area provides lots of opportunities for children to learn about the natural world.

### Outcomes for children are good

Children are making good progress in their learning and development. Any gaps are swiftly identified and appropriate support implemented. The continued improvements in all aspects of the pre-school mean that children are safe and secure and are becoming confident and capable learners. As a result, children are acquiring the skills that they need for the next stage in their learning or move to school.

## Setting details

<b>Unique reference number</b>	EY257078
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1028431
<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 - 14
<b>Total number of places</b>	48
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Kids Play Ltd
<b>Date of previous inspection</b>	7 May 2013
<b>Telephone number</b>	01536 484838

Kids Play was registered in 2003. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at levels 2 and 3. The pre-school is open from 8.30am until 2.30pm Monday to Friday term time only and after-school care is provided from 2.30pm until 6.30pm. A holiday club operates during school holidays from 8.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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