

Inspection date	27 September 2018
Previous inspection date	27 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Children play in an inspiring and highly stimulating environment. They make links in their learning as they help themselves to a wide range of thoughtfully displayed toys. For example, children enjoy cutting up pipe cleaners as they make 'small worms'. They notice pictures of worms in a book and they pretend to make worm homes.
- The manager is very ambitious for the pre-school's success. She has introduced many initiatives that are starting to have a positive effect. For instance, in preparation for school, she has helped parents of children who are in their last term at pre-school to continue their children's learning at home.
- Staff work well together as a team to support children's good behaviour. As a result, children are kind towards each other. Older children are heard to remind each other about the agreed expectations for behaviour, such as 'kind hands for sharing'.
- All children develop the key skills to support the next stage in their learning, including, where appropriate, for starting school.

It is not yet outstanding because:

- Assessments recorded on the new system are not always accurate to fully support leaders monitoring of children's progress.
- Staff do not consistently gather detailed information from parents about what children know and can do when they start at pre-school to fully plan for children's individual learning needs from the outset.

What the setting needs to do to improve further

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

- strengthen staff use of the assessment and tracking systems to obtain a more precise analysis of the impact of teaching and any intervention needed for groups of children
- gather more detailed information from parents about children's abilities when they first start, to assess and plan more precisely for individual learning needs from the outset.

Inspection activities

- The inspector spoke with parents, the provider, staff and children at appropriate times during the inspection.
- The inspector observed the staff's interactions with children during activities indoors and outdoors and looked at the range of resources and equipment.
- The inspector sampled a range of documents, including children's details, learning records, and other relevant documentation.
- The inspector had discussions with the provider and staff about policies and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents.

Inspector

Vicky Weir

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager provides training to help ensure staff are aware of their responsibilities to protect children's welfare. Staff know the signs that may give them a child protection concern and the agreed reporting procedures to follow. The effective arrangements for recruitment, induction and supervision help ensure staff are suitable. The manager gives staff advice that helps them to improve their teaching. For example, staff have improved their questioning techniques. Discussions during the regular planning meetings help the manager to identify and target support for gaps in children's learning. The manager involves all staff in her self-evaluation processes. Staff are enthusiastically involved in improvements made. Parents are very complimentary about the service they receive

Quality of teaching, learning and assessment is good

Children benefit from exciting activities, including those delivered by external professionals, such as a musical theatre group. Staff help children to gain good language skills. On occasion staff use signing to support children's understanding. They encourage children to be imaginative and creative in their play. For example, they help children to pretend to work in a shop and sell the real life vegetables and flowers. Some staff are particularly skilled at supporting children's early mathematical skills. They skilfully build on children's interest in uncovering objects in the sand to encourage children's recognition of number. As a result, children enthusiastically create their own games of hiding numbers for others to find. Staff read children stories in a lively way that engages their interest well.

Personal development, behaviour and welfare are good

Staff are kind and nurturing towards children in their interactions. They are alert to children's physical needs throughout the day. They check with parents whether children, who attend before school, need breakfast. They encourage children's efforts to be independent, such as when children wipe their own noses. Staff use communication books and ongoing discussions to keep parents well informed about the children's activities and routines. Staff encourage parents to identify what they want their children to achieve at home.

Outcomes for children are good

Children are confident and busy in their play. They demonstrate good listening and attention, such as during group times. Children include each other in their play, and confidently approach staff to share their achievements. Older children recognise number. They work out one more than a given number between one and ten. Children are learning to read and write their names. All children, including those for whom the setting receives additional funding, make good progress in their learning.

Setting details

Unique reference number	EY481252
Local authority	Northamptonshire
Inspection number	10071784
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 8
Total number of places	24
Number of children on roll	54
Name of registered person	Blake, Nicola Louise
Registered person unique reference number	RP513998
Date of previous inspection	27 November 2015
Telephone number	07769515958 or 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 3 to level 5. 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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