

The Kiddies Day Nursery

132 Chester Road South, Kidderminster, Worcestershire DY10 1XE



Inspection date	15 August 2019
Previous inspection date	4 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- Leaders and managers have made good progress to improve the provision since the last inspection. They work well with the local authority team to review aspects of their practice. This has led to improved assessment systems and outcomes for children are good.
- Staff use their knowledge of how young children learn and develop. Their good teaching skills help children build skills for the future. Staff interaction is good and they model play and language well. Staff encourage children to think and learn as they ask questions and give children time to respond with their thoughts and ideas.
- Children are confident and happy in this caring and welcoming nursery. Staff play and engage with children and provide a good level of reassurance to children. Staff have a good knowledge of each child's unique characteristics. Children develop a strong sense of security and trusting relationships with staff, which supports their emotional well-being successfully.
- Children make good progress in their communication and language skills. Staff provide individualised support when needed. This ensures children make the best possible progress.
- Partnerships with local schools and other professionals work well. Parents spoken to during the inspection expressed positive views about the provision and their children's learning. Pre-school children confidently expressed their views. They say they like to play with their friends and in the sand and mud outside.
- Leaders and managers have not fully considered the ways parents and children can contribute to the self-evaluation, to identify further improvements to the provision.
- Leaders and managers have not yet fully embedded effective supervision meetings for staff, to further build and encourage a culture of mutual support and continuous improvement to the highest level.

What the setting needs to do to improve further

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

- build on ways for parents and children to contribute their views to the self-evaluation and help identify further improvements
- make better use of supervision meetings, to foster a culture of mutual support and continuous improvement to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the team leader.
- The inspector held a meeting with two team leaders/deputy managers. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and some parents during the inspection and took account of their views.

Inspector

Jacqueline Nation

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff demonstrate a good knowledge of child protection issues and the possible signs of abuse and neglect. They understand the procedures to follow in the event of a concern about a child's welfare. Good attention is given to keeping children safe. Staff are vigilant and they supervise children well. Leaders, managers and staff are well qualified and experienced. They update their skills through training, including safeguarding, paediatric first aid and food hygiene. Since the last inspection, staff have used the information gained from their observations more effectively to plan for children's individual learning needs. Close monitoring and tracking of children's progress ensure staff are aware of any gaps in learning and activities are planned to close these quickly. Parents are kept up to date with the progress their children make and encouraged to be involved in their child's learning at home.

Quality of teaching, learning and assessment is good

Children benefit from the broad range of stimulating play and learning experiences. Staff are skilled in the way they guide and support children's independent learning. They know the children well and consider their interests when planning for their next steps in learning. Older children are confident, active and imaginative. While playing outside, they like to make up their own games, pretending to be families and 'busy bees'. They delight in exploring the properties of stones, mud, soil and sand, using tools such as ladles and whisks. Babies and younger children are given good opportunities to explore and experiment as they play with jelly and a box of shredded paper. They develop their small-muscle skills as they pick up shreds of paper and feel different textures in sensory books. Babies and younger children thoroughly enjoy spending time outside. Toddlers like to play on the slide and swings. They relish the time spent in the soft-play room where they become very skilful in climbing and jumping.

Personal development, behaviour and welfare are good

Staff are kind, nurturing and respectful in the way they speak to children. Staff give good consideration to children's needs when they plan the play and learning environment. Children show that they feel safe through their good behaviour. They learn to share and take turns, and are praised for their good manners and counting. Children's health is promoted well. There is a strong focus on promoting positive attitudes towards healthy eating, good hygiene and being active. Children have very good opportunities to play outside and use the extensive resources. They enjoy well-balanced snacks and meals that meet their individual dietary needs.

Outcomes for children are good

Children make good progress and are well prepared for their move on to the next phase in their learning. They learn about numbers, counting, position and size. Older children learn about letters and the sounds they represent. They recognise and practise writing their name. All children develop a love of books, stories and singing. Babies like action songs and move their bodies when they hear music or singing. Children learn about similarities and differences, the world around them and to respect others.

Setting details

Unique reference number	205441
Local authority	Worcestershire
Inspection number	10078209
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 12
Total number of places	45
Number of children on roll	48
Name of registered person	Hodgetts, Denise Belinda
Registered person unique reference number	RP512136
Date of previous inspection	4 September 2018
Telephone number	01562 67701

The Kiddies Day Nursery registered in 1989. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one holds level 2. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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