

Inspection date	30 September 2015
Previous inspection date	22 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 provider and staff strive to provide high-quality care and education. They have effective systems to review the service and put action plans in place to drive improvements.
- Children are confident and happy in their surroundings. They play in a welcoming and stimulating environment. Staff provide consistent encouragement and praise and children's self-esteem is high.
- Staff are vigilant at all times. Since the last inspection they have taken effective steps to ensure they maintain a safe and secure environment for children.
- Effective partnerships have been formed with parents. There is continuity of learning between the nursery and home.
- Children's personal, social and emotional development is given high priority by staff. Good relationships between staff and children ensure that children are emotionally secure.
- Children learn about culture and diversity. Staff provide a range of activities that support their knowledge of the world and their community.

It is not yet outstanding because:

- Staff do not always give children enough time to think and respond to the questions they ask them.
- Systems have not been established to monitor the progress of different groups of children.

What the setting needs to do to improve further

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

- enhance staff teaching skills to ensure they give children more time to think and respond to questions
- make better use of information gained from assessment to check the progress made by different groups of children and make sure that those who need additional support make as much progress as possible.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the provider, manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's learning journey progress records, the planning documentation, evidence of the suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

The provider has developed practice effectively, meeting all previous actions and recommendations to improve outcomes for children. Staff are deployed well to supervise children and meet their individual needs. Children are able to play and learn safely. Arrangements for safeguarding are effective. Staff are aware of the local safeguarding procedures and their responsibilities to protect children from abuse and neglect. Staff attend regular supervision meetings and discuss the progress of their key children. Training for staff is tailored to focus on areas that they have identified as gaps in children's learning. The manager has a good overview of the progress individual children make. However, she has not extended this system to monitor any variations in the progress of different groups of children who attend. She does not have a clear view of which groups need most support. Staff form successful relationships with the schools that children move on to. They share developmental information to provide consistency for the children's care and learning.

Quality of teaching, learning and assessment is good

Children make good progress from their starting points because staff teach them well. All staff are qualified and understand how young children learn. Accurate assessment provides a clear overview of what children can do and what they need to learn next. Staff make effective use of this information to plan learning opportunities that help children make progress. Staff engage children in conversations and ask them questions. However, at times, staff do not always give children the time they need to think about what they want to say in response. All children are helped to develop their exploration and investigation skills, both indoors and outside. Staff provide sensory activities that stimulate children's senses and support their learning. Staff model size and capacity language as children fill and empty containers of water.

Personal development, behaviour and welfare are good

Staff set clear boundaries and gently remind the children of these throughout the day. Children are happy and they behave well. Staff establish effective care practices that promote children's physical and emotional well-being. Children have plenty of opportunities for fresh air and exercise. They develop their physical skills as they play on a variety of wheeled toys and climbing equipment outside. Children enjoy a choice of healthy snacks and drinks. Snack time is a social occasion where children and staff talk together about the different food they like to eat.

Outcomes for children are good

All children make good progress based on their starting points. Children develop good levels of independence. Staff encourage them to pour their own drinks and attend to their own care needs. Children are well-prepared for the next stage in their learning, including the move on to school.

Setting details

Unique reference number	EY357959
Local authority	Leicester City
Inspection number	1016267
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	22
Name of provider	Rehana Esat
Date of previous inspection	22 May 2015
Telephone number	0116 276 2422

Kiddisafe was registered in 2007. The pre-school employs four members of childcare staff. All of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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