

# Kiddy Kapers Daycare

Glenmere Community Primary School, Estoril Avenue, WIGSTON, Leicestershire,  
LE18 3RD



## Inspection date

Previous inspection date

17 November 2015

9 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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

- Children's behaviour is good. Staff are positive role models and speak to children calmly and with respect. Children respond positively to adult guidance. They learn how to manage their own behaviour, share, take turns and be kind to one another.
- Children are active learners. Staff ensure planning is led by children's interests and their next steps in learning. They enjoy their activities and are eager to join in and explore.
- Children enjoy close relationships with their key persons. They help them to feel settled, safe and secure. Therefore, they are ready to learn.
- Managers and staff have worked very hard to improve the quality of care and learning provided for children. They have successfully addressed actions and recommendations raised at the last inspection. This has had a positive effect on the outcomes for children.
- Managers and staff have a secure understanding of safeguarding procedures. They know how to identify and report concerns about children in their care.
- Toys, resources and equipment are well presented and meet the needs of the children. The atmosphere is relaxed and welcoming and children enjoy their time at the nursery.

### It is not yet outstanding because:

- Occasionally, staff do not make the most of opportunities to extend children's interest and curiosity during spontaneous play.
- Staff do not consistently provide enough information to parents about how they can extend learning at home.

## What the setting needs to do to improve further

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

- follow up on children's comments and interests to further extend their learning and enjoyment
- offer more information to parents about ways to further support their children's learning at home.

### 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 nursery manager and spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector had a tour of the nursery with the manager.

### Inspector

Claire Jenner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff demonstrate a strong commitment to provide a high-quality provision and building on the improvements made since the last inspection. The majority of staff are qualified and have come together well to work as a team. The manager has implemented effective supervision arrangements, including observations of staff's practice. As a result, she can identify individual training needs well. This helps to continually develop the quality of teaching. Staff monitor children's progress effectively and identify gaps in their learning. Parents comment positively on welcoming staff and the care provided. Staff share information with them about their children's daily routines and activities. Partnerships with the local school are well established. This helps to ensure consistency in their care and learning as they move from one setting to the next.

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

Staff regularly observe and assess what children can do. The information is used to good effect to plan a strong range of learning opportunities for each child. Teaching is good. Children respond positively to the involvement of staff in their activities. Overall, staff support children's communication and language skills well. They talk to children as they play, ask questions, model language and introduce new words. Children of all ages enjoy exploring a range of materials and natural objects. Younger children use glue, fascinated by its sticky feel on their hands and fingers. Older children compare the shapes, sizes, colours and texture of leaves collected on a walk. Children practise their writing skills in different ways. They use sticks to make marks in the soil and their fingers in a tray of sugar. Disabled children, those with special educational needs and those who speak English as an additional language are supported well.

### Personal development, behaviour and welfare are good

Children's health and welfare are well supported; they are settled and happy. They confidently explore the wide range of activities available to them. Staff consistently praise and acknowledge children's achievements, supporting their self-esteem and promoting their emotional well-being. Staff have a good all-round knowledge of each child and their families. They offer healthy snacks and work with parents to make sure children enjoy well-balanced lunch boxes. Children have daily opportunities to play outdoors, contributing to their physical development and well-being. Children are encouraged to look after their personal care needs and develop their independence skills. Older children persevere and do up their own coats before playing outside. Younger children use utensils with increasing skill to eat their dinner.

### Outcomes for children are good

Children make good progress in their learning and are well prepared for their move on to school. Their individual care and learning requirements are managed well by staff. Managers carefully monitor staff's assessments of children to swiftly identify any gaps in their learning and development.

## Setting details

<b>Unique reference number</b>	EY355784
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1010733
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Kiddy Kapers Daycare Ltd
<b>Date of previous inspection</b>	9 December 2014
<b>Telephone number</b>	0116 281 0100

Kiddy Kapers Daycare was registered in 2007. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including the manager who has Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children. The nursery supports disabled children, those with special educational needs and those who speak English as an additional language.

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