

Kiddy Kapers Daycare

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



Inspection date

16 November 2017

Previous inspection date

15 February 2017

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

- The provider and manager have successfully made the improvements identified at the last inspection. For example, they have raised the quality of teaching to enable children to make good progress in their learning and development.
- Staff have worked hard to improve the observations and assessments that they make about children's learning. They use the information gained from these to plan effectively for children's next steps.
- Children enjoy attending the nursery. They confidently enter and happily chat to parents and each other about the activities and resources that they are planning to play with during their stay.
- Staff work in partnership with parents. They regularly share information about children's learning and development and how parents can help support their child's learning at home. Parents enjoy opportunities to find out more about their children's daily activities, such as attending stay-and-play sessions.

It is not yet outstanding because:

- Staff development does not always focus sufficiently on raising staff's teaching skills so that children receive rich, varied and imaginative learning experiences.
- Staff have not fully considered how they can plan activities which will help children to develop high levels of curiosity and imagination.
- At times, children receive fewer opportunities to gain a greater understanding of their local community.

What the setting needs to do to improve further

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

- strengthen staff development to focus on raising staff's knowledge of expert teaching, to enable them to provide children with rich, varied and imaginative learning experiences
- plan activities for children to develop high levels of curiosity and imagination
- extend the opportunities for children to gain a greater understanding of their community.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jane Millward

Inspection findings

Effectiveness of the leadership and management is good

The manager and provider have introduced effective self-evaluation procedures which take account of the views of parents, staff and children. They use information from this, together with external advice, to successfully target improvements to their provision. The arrangements for safeguarding are effective. The manager and staff understand their responsibilities to keep children safe. They take time during staff meetings to share a variety of child protection scenarios which could arise. This helps staff to maintain an awareness of the correct procedures to follow to safeguard children. The manager effectively monitors the learning and assessment arrangements at the nursery. This contributes to consistency in staff's practice and identifies any gaps in children's learning. The manager has established successful partnerships with local schools and agencies.

Quality of teaching, learning and assessment is good

The key-person system is effective in helping children to settle and make good progress in their learning and development. Staff encourage children to develop their concentration and work together to complete tasks. For example, children focus intently on building brick towers; they learn about shape and measures as they enjoy helping each other create the highest tower. Staff plan activities to cover all areas of learning. They encourage children to develop their knowledge of the natural world and their sensory skills on a morning 'listening walk'. Children listen to bird song and the sound of autumn leaves under their feet. Parents value the online information which informs them of their children's achievements and progress. They regularly contribute information about their children's emerging interests to help staff incorporate these into their future planning.

Personal development, behaviour and welfare are good

Staff provide a safe and secure environment. They help children understand how to assess risk and keep themselves safe. For example, following a rain shower, children are asked what they must consider if they wish to play outdoors safely. Staff support children's developing awareness of themselves and others. They provide positive images and challenge stereotypes, such as researching the history of female pirates. Children learn about the ways in which they can stay healthy. They understand the reasons for good hygiene routines and confidently share their knowledge of healthy food choices. Children enjoy fresh air and physical activities outdoors.

Outcomes for children are good

Children develop good skills in preparation for the next stage in their learning, including going to school. For example, children's early literacy skills are developing well. They enjoy making marks with a range of resources and write letters from familiar words, such as their names. All children behave well. Younger children learn to take turns and share their toys and resources. Older children listen attentively as other children talk about their ideas during group time.

Setting details

Unique reference number	EY355784
Local authority	Leicestershire
Inspection number	1086678
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	50
Number of children on roll	80
Name of registered person	Kiddy Kapers Daycare Ltd
Registered person unique reference number	RP902726
Date of previous inspection	15 February 2017
Telephone number	0116 281 0100

Kiddy Kapers Daycare registered in 2007. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and seven hold level 3. The provider holds 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.

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