

Inspection date	3 April 2018
Previous inspection date	24 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 form close attachments with their key person, who is caring and attentive to their needs. Babies and toddlers receive lots of cuddles and reassurance to help them feel settled and secure. Older children develop good social skills and display good behaviour which staff reward with lots of positive praise and encouragement.
- The management team provides good-quality care and learning for all children. They consider the views of parents, children and other professionals in their evaluation process which helps them to continually improve the setting.
- Partnerships with parents and other settings that children attend are strong. Staff share information about children's care and learning effectively. This contributes well to meeting children's individual needs and supporting their good progress.
- The well-qualified staff team provides a wide range of enjoyable learning experiences for all children, indoors and outdoors. They plan activities that motivate children to learn effectively and help them develop a range of new skills.
- Parents speak highly of the nursery. Staff keep them well informed of their children's progress and help parents to support their children's learning at home.

It is not yet outstanding because:

- The management team does not fully utilise the systems for staff supervision, to identify ways to build on their good teaching practice and enhance outcomes for children.
- Occasionally, staff miss opportunities to extend children's already good mathematical skills even further.

What the setting needs to do to improve further

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

- strengthen the systems for staff supervision to raise the quality of teaching to an even higher level
- extend children's good mathematical skills even further, by recognising and building on the opportunities that occur in children's everyday play and activity.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school leader.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through discussion during the inspection.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their responsibility to protect children in their care. They know what to do to keep children safe and understand the procedures to follow if they have any concerns. Management follows thorough recruitment and induction procedures, to ensure that all staff are suitable to work with children. Staff maintain the premises to a high standard and good attention is given to children's safety and security. They provide a harmonious, welcoming atmosphere throughout the nursery. Staff follow the nursery policies and procedures which support their good practice. They complete detailed risk assessments and check the suitability of areas before children access them. Staff monitor all children's good progress through regular summative assessments, and use additional funding successfully to improve outcomes for individual children.

Quality of teaching, learning and assessment is good

Children play in a warm and welcoming learning environment. A wide range of resources is available and staff plan activities that match children's interests. Staff accurately assess children's progress as they play, and know how to help extend their development. For example, young children enjoy listening to traditional stories and excitedly act them out, using associated props. Staff support children's interests effectively as they play. For example, children enjoy filling different-sized bowls with porridge oats. Pre-school children enjoy exploring and investigating a number of keys and shiny objects. They place them on the light projector which displays their shadows on the wall very effectively. Staff support babies' emerging physical skills well. For instance, they set out resources in the room and encourage them to move independently to access them.

Personal development, behaviour and welfare are good

Children settle easily on arrival, as staff successfully support and nurture their emotional well-being. Children form strong bonds with staff and demonstrate that they are happy and confident learners. Staff help children to learn good hygiene practices and encourage them to eat a range of healthy meals and snacks. They support children's developing independence well. For example, at lunchtime older children help to serve meals and clear away. Children learn how to make choices and decisions for themselves. For example, they decide what to wear before going outside. Children learn about the wider world and about the community where they live.

Outcomes for children are good

All children make good progress in relation to their starting points. They gain good skills for their future learning, including the move on to school. Children are motivated, keen to join in and are becoming active learners. They show a positive attitude and persevere during set tasks. Children communicate well and form excellent relationships with each other and with staff. They are creative and imaginative, and they develop a strong sense of self-esteem and self-confidence.

Setting details

Unique reference number	EY218147
Local authority	Cumbria
Inspection number	1103942
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 - 5
Total number of places	75
Number of children on roll	33
Name of registered person	Sheona Cunniff
Registered person unique reference number	RP512899
Date of previous inspection	24 July 2014
Telephone number	015394 34040

K&K Childcare registered in 2002 and is privately owned. The childcare organisation comprises of the K2 out-of-school club and associated holiday club, and Kiddiewinks Day Nursery. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The out-of-school club operates each weekday during term time from 7.30am to 9am and 3.15pm to 6pm. The holiday club operates each weekday throughout the school holidays from 7.30am to 6pm. The organisation employs 13 members of childcare staff. Of these, two hold qualified teacher status, eight hold appropriate early years qualifications at level 3 and two hold an appropriate early years qualification at level 2. The manager holds an appropriate early years qualification at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

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