

Kidorable Pre School And Childcare Services

Courtauld Road, Braintree, Essex, CM7 9BG



Inspection date

8 May 2018

Previous inspection date

6 August 2015

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

- Staff use the key-person system effectively to ensure they tailor care to meet children's individual needs. Staff are supportive and sensitive to young children's needs and feelings. Babies are cared for by warm and caring staff, and close bonds and attachments are clearly developed.
- Children's physical development is progressing well. Staff provide good opportunities for them to enjoy fresh air and exercise on a daily basis. They recognise what children like to do, and provide appropriate opportunities for them to explore all areas of learning indoors and in the outside environment.
- The manager and staff team evaluate the setting to promote continuous improvement. Staff review activities and experiences, as well as their own training, to ensure that they continue to promote outcomes for children. The management team monitors children's learning journals to ensure that children continue to make good progress.

It is not yet outstanding because:

- Supervisory meetings to enhance staff's professional development are not robust enough to focus sharply on raising teaching practice to the highest level.
- There are few opportunities for children who speak English as an additional language, or are bilingual, to use their home language during play.
- On occasions, staff do not recognise when to adjust their teaching to present even more challenge for the most able children.

What the setting needs to do to improve further

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

- enhance supervisory meetings to promote staff's professional development to increase the potential to deliver the highest-quality provision
- strengthen opportunities for children who speak English as an additional language, or are bilingual, to use their home language during play
- adapt teaching during play and activities to provide more challenge for most-able children.

Inspection activities

- The inspector held a meeting with the pre-school owner. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- 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 pre-school owner and evaluated the quality of teaching observed.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the procedures to follow in the event of a child protection concern being raised. The staff team promotes children's safety well. For example, the management team ensures that the setting regularly operates with additional staff to ensure it exceeds staff-to-child ratios and staff deployment is robust. Staff communicate successfully, sharing information and training to promote effective safeguarding practice. They are aware of the setting's policies and procedures and implement these suitably. The staff team develops effective partnerships with parents. Staff promote good communication each day, which supports parents to extend their children's learning at home. Parents speak very highly of the staff team. Staff work closely with outside agencies and other professionals. They share information, support individual children and their families, and they work collaboratively to encourage children on their move from home to setting and on to school.

Quality of teaching, learning and assessment is good

Well-qualified staff use observation, assessment and planning systems to effectively monitor children's progress and achievements. They plan a wide range of interesting activities that engages children. For example, young children develop a real pleasure in exploring a wide range of different materials and textures. Staff encourage children's speech and language development by promoting good use of stories, discussion and speaking opportunities. Through role-play opportunities, children play imaginatively. For example, they explore a range of roles from shopkeeper to customer in the 'garden centre'. This provides good opportunities for children to solve problems, develop their mathematical development and it supports them to form friendships with other children.

Personal development, behaviour and welfare are good

Staff support children's personal, social and emotional development with regular praise and encouragement, and they manage children's behaviour appropriately. Children show kindness towards each other and blossoming friendships develop from an early age. Children eat a range of good-quality meals and snacks, prepared on-site. Staff take into account children's individual dietary requirements and parental preferences, where possible. Children learn about their personal safety. For example, during sun cream application, staff talk about the consequences of being in the sun without appropriate protection.

Outcomes for children are good

Children are independent. Older children confidently collect their own utensils and serve their own food, while younger children are supported by staff. All children make good progress in their learning given their starting points. They gain the key skills they need to be ready for school or the next stage of their learning.

Setting details

Unique reference number	EY439295
Local authority	Essex
Inspection number	1135272
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 - 11
Total number of places	49
Number of children on roll	81
Name of registered person	Christine Margaret Rogers
Registered person unique reference number	RP513903
Date of previous inspection	6 August 2015
Telephone number	01376553077

Kidorable Pre School and Childcare Services registered in 2011. The setting employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and above. The setting opens Monday to Friday from 7am until 6pm, for 50 weeks of the year. The setting provides funded early education for two-, three- and four-year-old children.

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