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| <b>Inspection date</b>   | 30 May 2018  |
| Previous inspection date | 31 July 2017 |

| <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

- Managers and staff have worked hard to successfully implement a range of improvements that has had a positive impact on children's learning and well-being. For instance, they have conducted a full review of the learning environment to make sure all children can play safely and benefit from stimulating activities and experiences.
- Staff have warm, caring relationships with children. They get to know children well and are sensitive to their individual emotional and physical needs. Babies settle quickly and form strong bonds with staff.
- Children thoroughly enjoy playing in the large outdoor area. Staff make good use of the space and opportunities available to plan interesting and exciting outdoor learning experiences. Children are enthusiastic and motivated in their play. They make good progress in their development.
- Staff make good use of professional development opportunities to enhance the provision. For instance, a course helped staff working with two-year-olds introduce more mathematics into children's outdoor play experiences.

### It is not yet outstanding because:

- Staff do not gather as much information as possible from parents about what new children already know and can do, to help them quickly establish starting points for their learning and closely monitor their progress from the start.
- Staff have not fully established highly effective strategies for engaging all parents in their child's 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:

- seek more detailed information from parents about what children can already do when they begin to attend, to help monitor children's progress even more precisely from the outset
- build on the good partnerships with parents to involve them further in their child's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to the managers, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with a senior staff member.
- The inspector sampled relevant documentation, such as improvements plans and children's records.
- The inspector spoke to some parents and read feedback questionnaires and took account of their views.

### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. There are robust procedures in place to make sure staff are suitable to work with children. Staff understand how to recognise and report any child protection concerns. The arrangements for monitoring staff practice are effective. For example, managers observe staff in order to offer helpful advice and regularly meet with them individually. Staff work closely with parents and keep them well-informed about children's care and development. Managers and staff successfully evaluate the provision. For instance, they compare the development of groups of children to check for any gaps in the learning programme. They use this information well. For example, it helped pre-school staff introduce more opportunities for older children to practise their early literacy skills.

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

Staff observe children closely. They put effective plans in place if there are any areas where children may need more support. They plan activities based on a good knowledge of children's interests and needs. For instance, younger children became engrossed as they explored leaves trapped in blocks of ice, feeling the different sensations as the ice melted. Staff support two-year-olds well as they test out their physical skills, such as using tweezers to squash and shape dough. They offer older children exciting new challenges, such as finding different ways of channelling water using guttering or experimenting in the new 'potions' area in the garden.

### Personal development, behaviour and welfare are good

Staff are good role models. They offer children calm, consistent guidance and praise. Children behave well and learn to value one another. For instance, they celebrate special events in their friends' lives and find out how people live in other parts of the world. Babies are supported sensitively when they first start and as they move up through the nursery to join their older friends. Staff are vigilant in supervising children closely at all times. Children have daily opportunities to be active and enjoy vigorous physical games outdoors. They benefit from freshly prepared, nutritious meals and snacks.

### Outcomes for children are good

Children are happy and settled. Younger children have fun exploring their environment and grow in confidence as they choose toys and resources. Older children enjoy taking responsibility for simple tasks, such as setting the table for lunch. Children become confident communicators with strong social skills. They play well together and happily share equipment, waiting patiently for their turn. Younger children use their early knowledge of size as they plant sunflowers and measure how much they have grown. Pre-school children write as they play and recognise simple words. Children quickly gain the skills they need for their future learning and for starting school.

## Setting details

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|--|---|
| <b>Unique reference number</b>                   | 113559  |
| <b>Local authority</b>                           | West Sussex   |
| <b>Inspection number</b>                         | 1110899   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 8   |
| <b>Total number of places</b>                    | 115   |
| <b>Number of children on roll</b>                | 143   |
| <b>Name of registered person</b>                 | Kid Co Ltd  |
| <b>Registered person unique reference number</b> | RP911662  |
| <b>Date of previous inspection</b>               | 31 July 2017  |
| <b>Telephone number</b>                          | 01293 775107  |

Kid Co Ltd registered in 1995. It is situated in Horley, Surrey. The nursery is open from 7.30am to 6pm each weekday, throughout the year. A holiday club runs from 8am to 6pm each weekday during school holidays. The nursery employs 32 staff, of whom, two hold a relevant qualification at level 6, 15 hold a level 3 qualification and six are qualified to level 2. The provider receives funding to provide free early education for children aged two, three and four years.

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