

# Kiddies Kingdom Day Care

Kiddies Kingdom Nursery, 2 Jews Lane, Dudley, DY3 2AB



## Inspection date

31 May 2018

Previous inspection date

22 August 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 manager and provider have successfully raised the quality of practice to a good standard since the last inspection. They have worked closely with early years advisers to improve the quality of teaching. Activities reflect children's next steps and support them to make good progress.
- Key persons work closely with the staff at other settings children attend. They exchange information with them to help promote continuity in children's care and learning.
- Staff are skilled at helping children to identify similarities and differences between themselves and others.
- Teaching is strong. Staff interact with children purposefully and encourage them to overcome challenges in their learning.
- The standard of care is good. Children have warm relationships with staff and enjoy playing alongside them, such as lying on the floor to draw pictures. Staff are attentive to children's care needs, including promoting toilet-training.

### It is not yet outstanding because:

- Leaders have not evaluated the progress of groups of children to help further reduce any differences in their learning.
- Staff do not gather detailed enough information from parents about their children's capabilities when they start.

## What the setting needs to do to improve further

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

- build on the monitoring of children's learning to review the progress made by different groups of children and identify ways to further reduce any differences in their learning
- encourage parents to share even more information about what their children know and can do when they start attending.

### Inspection activities

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

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

Self-evaluation is accurate. Leaders promote continuous improvement through their action planning and consider the views of others, such as parents, in their evaluation. Professional development has a positive impact on staff's teaching. For example, staff use the knowledge gained from a physical development training programme to enhance children's physical skills. They provide varied activities, such as daily dance sessions to help children to learn how to move in different ways. The provider and manager closely monitor staff's teaching and meet with them to review their practice. Safeguarding is effective. The provider rigorously vets staff to help check they are suitable to work with children. All staff have received training in child protection and have a sound understanding of the procedures for reporting concerns about a child's welfare.

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

Staff quickly identify gaps in individual children's development. They swiftly share their concerns with parents and refer to other professionals to help close gaps in children's learning. Staff help teach children the skills they need for school. They work with the oldest children in small groups or individually to help them to develop skills, such as writing. Four-year-olds can form some recognisable letters and sound out the letters of their name. Staff understand that children enjoy playing outdoors. They provide rich resources in the garden that promote all areas of children's learning. For example, children show great interest in the toy animals outside. They make marks in sand with them and staff explain to children that some of the animals come from different areas of the world, such as Africa. Children make animals sounds, including a 'roar' noise for the toy lion.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Staff teach them about rules, such as sharing resources in the water tray. They remind children how to keep safe and to follow good hygiene routines, including not drinking from the water tray. Staff have developed good arrangements to help children move on to school smoothly. They share information with teachers to help promote continuity in children's future learning. Staff help children to feel reassured about their move by showing them pictures of the school building. Children eat nutritious food at the nursery and develop their independence skills during mealtimes. For instance, they chop up their own banana for snack and pour their own drinks from a jug.

### Outcomes for children are good

All children make good progress in their learning, including funded two-year-olds. They have good physical skills and can pedal tricycles in the garden. Children are starting to use a range of mathematical language in their play, such as 'empty' and 'full' to describe measurements of water. They can also count in sequence from one to 10. Children are creative. They paint pictures and can label the colours of paints. Children show a good awareness of different feelings and can describe them.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY496789  |
| <b>Local authority</b>                           | Dudley  |
| <b>Inspection number</b>                         | 1112965   |
| <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>                     | 1 - 11  |
| <b>Total number of places</b>                    | 36  |
| <b>Number of children on roll</b>                | 40  |
| <b>Name of registered person</b>                 | Kiddies Kingdom Day Care Limited  |
| <b>Registered person unique reference number</b> | RP900866  |
| <b>Date of previous inspection</b>               | 22 August 2017  |
| <b>Telephone number</b>                          | 01902 680033  |

Kiddies Kingdom Day Care registered in 2016. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The nursery operates all year around, from Monday to Friday from 7.30am until 6pm, except for bank holidays and one week at Christmas. It also offers before- and after-school care. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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