

# Kids Play Bury St Edmunds

Newmarket Road, Bury St Edmunds, Suffolk, IP33 3SN



<b>Inspection date</b>	21 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff make effective use of observations and assessments. They draw on the expertise of outside professionals, which helps them to plan effective support for individual children. All children, including those who have special educational needs and/or disabilities, make good progress given their starting points.
- There are excellent opportunities for pre-school children to learn how to assess and manage risks. During forest school activities, staff skilfully inspire children to learn how to use tools, such as a potato peeler, in a highly safe manner.
- Staff value the well-established partnerships with parents. They actively share children's learning with parents to help to keep them informed. Parents are very appreciative of the staff. They express particularly high levels of gratitude for their attentive approach to meeting their children's specific medical needs.
- A strong culture of evaluative practice is shared among the leadership team and staff. Well-targeted improvement plans help to drive continual improvement to the provision for children.

### It is not yet outstanding because:

- Occasionally, staff ask questions in quick succession, or provide answers to questions without giving toddlers the time they need to formulate their thoughts and responses.

## What the setting needs to do to improve further

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

- extend the good teaching skills further to help toddlers to think about and formulate their responses to questions that staff ask.

### 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 to the provider, staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a comprehensive understanding of their responsibility to protect children from harm and neglect. In particular, they show strong commitment to referring any concerns about the conduct of their colleagues to the nursery manager and relevant agencies. This helps to ensure children are cared for by suitable people. Moral is high across the nursery team. Staff value opportunities to enhance their existing knowledge and qualifications. The nursery manager exploits the strengths of individual staff and provides supportive and constructive feedback where necessary. Children's progress is closely monitored and effective interventions are planned to address any emerging trends or gaps in children's learning. For example, staff place greater emphasis on talking with babies and using sign language during snack times to help to enhance their early speaking skills.

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

Staff gather information from parents about what their children know, can do and need to learn next. They use this information, along with their ongoing observations, to establish and build on children's starting points in their learning. The provision for children who prefer to learn outdoors is particularly motivating and well resourced. Children choose to spend their time exploring aspects of nature first-hand and make good use of the extensive range of realistic tools and equipment. Activities provided by staff are interesting and stimulate children's curiosity. For example, children watch with wonder as staff demonstrate how water slowly disappears when poured into dry sand.

### Personal development, behaviour and welfare are outstanding

Children are exceptionally settled and their behaviour is remarkably positive. The well-established key-person system helps children to form highly reassuring bonds. Staff take the time to get to know every child superbly well and work tirelessly with other outside professionals to support the specific emotional and social needs of families. Younger children experience an extremely smooth transition when they move into a new room or leave to go to school. Staff involve them in school-themed activities, such as wearing uniform, which helps them to look forward to school with great enthusiasm and confidence. Highly meaningful activities help children to develop an awareness of healthy eating. For example, when children share their experience of growing vegetables at home, staff take children to the supermarket to buy vegetables to make nutritious soup.

### Outcomes for children are good

Children, including those in receipt of additional funding, make at least typical progress given their starting points. They show that they are keen to explore and discover new things. Children gain a good range of skills that prepares them well for starting school. They delight in making marks on paper using the paint they make with colourful and fragrant spices. This helps to develop their physical control in preparation for writing at school. Babies demonstrate growing resilience and often approach new people with confidence.

## Setting details

<b>Unique reference number</b>	EY501061
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1053471
<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>	86
<b>Number of children on roll</b>	142
<b>Name of registered person</b>	Kids Play Ltd
<b>Registered person unique reference number</b>	RP900863
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01284 700414

Kids Play Bury St Edmunds registered in 2016. The nursery employs 23 members of childcare staff. Of these, 22 staff hold appropriate early years qualifications at level 2 or above. The nursery also employs an administrator, chef and cleaner. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The setting also offers out-of-school provision. The setting provides funded early education for two-, three- and four-year-old children.

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