

Inspection date	10 September 2018
Previous inspection date	28 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The provider gives staff many opportunities to develop their roles and career. Staff progress through apprentice programmes to become qualified and dedicated staff. They all have extra roles and responsibilities which they carry out with passion and determination.
- Staff interact sensitively and skilfully with children as they play, to support and extend their learning. They enable children to make their own decisions and choices, and to solve their own problems. Staff support children to make good progress in their learning.
- Children are extremely sociable and confident. They delight in talking about their experiences at home with staff and visitors. Considering children's starting points, their communication and language skills are at exceptionally advanced levels.
- Overall, partnerships with parents are strong and parents feel fully involved in their child's learning. They share effective information with staff to contribute to children's ongoing assessments. Parents are very happy with the learning and care their children receive.

It is not yet outstanding because:

- Not all staff are highly confident in using the initial information they gain from parents to help them to precisely identify children's starting points in learning.
- At times, some activities that staff plan are not focused enough on challenging the learning of the most-able children to the highest levels.

What the setting needs to do to improve further

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

- use the information staff gain from parents more effectively to help precisely identify children's starting points in learning
- support staff with their planning of activities, in order to promote the learning of the most-able children to the best possible levels.

Inspection activities

- The inspector observed the staff teaching and their interactions with children indoors and outdoors.
- The inspector spoke to staff and children and held a meeting with the provider.
- The inspector observed an adult-led activity with the acting manager and held a discussion with her about staff's teaching and children's learning.
- The inspector looked at a sample of paperwork, including staff qualifications, suitability checks and safeguarding policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

Inspector
Jill Hardaker

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good understanding of safeguarding practice. The provider is proactive in ensuring that each member of staff's knowledge is current by holding individual discussions with them. The provider evaluates practice and is committed to the continued professional development of the staff. Staff talk of the positive impact training has on their practice. For example, staff have a more robust understanding of the development needs of two-year-olds. The provider follows rigorous recruitment procedures to help ensure staff are suitable to work with children. Staff are supported through comprehensive inductions, coaching sessions, close supervision and monitoring from the management team. Staff have good tracking processes in place for each child's development. If gaps in children's learning are identified, they are swiftly addressed.

Quality of teaching, learning and assessment is good

Staff have good teaching skills and are skilful at providing resources and planning activities based on children's interests and curiosities. They offer a wide range of learning opportunities that enthuse children to investigate and explore inside and outdoors. For example, children are keen to explore, dough, sand and water. Staff use these opportunities to teach children mathematics, for example, they question children about quantity and size as they play with dough. As children use construction toys, staff introduce them to three-dimensional shapes, such as cubes. Staff give children time to use their thinking skills to work out how to make a cube themselves. They observe children closely and carefully consider what they need to learn next, helping all children make good progress.

Personal development, behaviour and welfare are outstanding

The provider creates an extremely warm and friendly environment where children thrive and flourish. Many children speak English as an additional language. Staff work tirelessly to help them to quickly settle and the progress they make in understanding and speaking English is outstanding. All children engage in high levels of conversation. Staff encourage them to talk about their own experiences and families. This helps children to develop a deep understanding and respect for each other. Children show a huge amount of care and concern for their friends. One way they demonstrate this is by noticing when other children are feeling sad and giving them gifts, such as a model they have made from dough. Children greatly benefit from the sustained amounts of time they spend outdoors. They have many exciting opportunities to be active, such as by climbing up slides and scrambling through tunnels.

Outcomes for children are good

All children make good progress in this small and friendly nursery. They are developing good literacy skills, such as they are beginning to work out what sounds different words start with. Children use their imaginations and enjoy pretending to be rockets about to lift off; they have fun while learning how to count forwards and backwards. Children are very well prepared with the skills they will need for their future learning and their eventual move to school.

Setting details

Unique reference number	EY462528
Local authority	Luton
Inspection number	10059467
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	28
Name of registered person	Rana, Javid Mohammad
Registered person unique reference number	RP515743
Date of previous inspection	28 May 2014
Telephone number	01582562385

Kiddies Kingdom registered in 2013. The nursery opens Monday to Friday during term time only from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3.

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