

Inspection date	15 January 2019
Previous inspection date	16 June 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff observe children at play and assess their achievements from the outset. This helps them to plan appropriate activities that support children's development when they first start and as they continue to attend.
- Children make good progress in their learning. Staff quickly identify their strengths and areas of development where they need extra support. They focus their teaching to help children to catch up in their learning.
- The manager promotes a 'family feel' which contributes to the warm and welcoming atmosphere, and puts children and families at ease. Staff have a nurturing and gentle approach. Children quickly develop a sense of belonging and form close bonds with staff. They are happy and confident.
- Parents are actively involved in their children's learning. Staff work closely with them to promote children's ongoing progress, in the setting and at home. They describe the setting as 'a happy little place' and say 'staff know the children inside out'.
- Staff set high expectations for behaviour and promote inclusion, equality and respect among children. Children learn to consider the feelings of others and make friends.
- Partnerships with other settings and professionals are well embedded. This helps to secure a coordinated approach to promoting children's welfare, learning and development.
- Occasionally, not all staff respond swiftly to children's cues and interests during activities to help extend their learning to even higher levels.
- During some parts of the day, staff do not consistently support older children's already good listening and attention skills to the very highest levels.

What the setting needs to do to improve further

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

- make even better use of opportunities to extend children's learning more effectively and help them to make the best possible progress
- strengthen older children's opportunities to develop their listening and attention skills to the highest levels.

Inspection activities

- The inspector had a tour of the premises.
- The inspector held a meeting with the manager. She looked at a range of documents, including evidence of the suitability checks carried out on staff and their qualifications.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector observed and evaluated an activity alongside the manager.
- The inspector spoke to children and staff at appropriate times during the inspection. She spoke to a number of parents and took account of their views.

Inspector
Clare Wilkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of the signs of abuse and know what to do if they are concerned about a child's welfare. The manager monitors children's progress effectively and works closely with staff to reflect on their practice. They make changes that help to meet children's needs more precisely. For example, they have recently changed how they deliver small-group activities and are evaluating the impact this has on children's learning. The manager has high expectations of her longstanding staff and holds their well-being in high regard. Successful coaching and mentoring contribute to high staff morale and effective teamwork. Opportunities for professional development are embraced and have a positive impact on children's outcomes. For example, staff have learnt to use simple sign language with children, which has contributed to marked improvements in children's communication skills.

Quality of teaching, learning and assessment is good

Staff are very enthusiastic and make learning enjoyable for children. While exploring different tastes and textures, they giggle at one another's facial expressions. This activity also helps to extend children's vocabulary, for example as they learn words, such as 'bitter' and 'crunchy'. Babies explore their environment with confidence and become increasingly mobile. They learn new physical skills and build their physical strength. For instance, staff demonstrate how to squat and balance during dance and exercise activities. Two-year-old children show an increasing interest in stories and rhymes. For example, they eagerly join in a nursery-rhyme challenge, where staff use puppets and props. This helps to ignite children's interest and engage them more deeply in their learning.

Personal development, behaviour and welfare are good

Partnerships with parents are a high priority. Staff get to know children well, which helps them to meet their care needs precisely. They are attentive and consistently praise children. This helps children to develop high self-esteem and they show pride in their achievements. Staff encourage children's independence effectively. For example, 'lunchtime helpers' help to set the table and clear away after meals. Children are confident, resilient learners who persevere during their play. This helps to prepare them for school. Staff provide plenty of opportunities for fresh air and exercise that help to promote children's good physical health. Children learn about their local community during regular outings, for example, to the local market and park.

Outcomes for children are good

Children benefit from appealing activities that help them to build on what they already know and can do. They are active and enthusiastic learners who achieve well. Most children reach levels of development typical for their age and some exceed these. Children become familiar with numbers and counting. For example, they count toy ducks as they float down a stream that they have made with plastic tubes. Children learn to identify letters and words, for example, as they explore food packaging and labels. These early skills in mathematics and literacy help to prepare them well for later learning in school.

Setting details

Unique reference number	EY240340
Local authority	Durham
Inspection number	10059441
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 10
Total number of places	60
Number of children on roll	95
Name of registered person	Kidzone Durham Ltd
Registered person unique reference number	RP902803
Date of previous inspection	16 June 2014
Telephone number	01388 768888

Kidzone registered in 2002. It employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round, except for bank holidays and two weeks at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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