

Inspection date	11 April 2019
Previous inspection date	13 August 2015

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

- The management team makes sure that each member of staff's practice is monitored and any training needs are identified and planned for. This ensures staff's teaching is consistently strong and children make good progress.
- Staff have attended training on how to develop children's curiosity and creative skills. They now organise the environment so that children can access a wide range of natural materials. This helps to capture children's interest and to promote their sensory and exploratory play well.
- The management team develops effective partnerships with the local school. For example, staff liaise with the teachers about the best way to promote children's knowledge of letters. Staff provide children with regular opportunities to recognise letters and their sounds.
- Children build and maintain secure emotional attachments with staff. Staff in the baby room cradle young children in their arms as they go to sleep. They use every interaction as an opportunity to build effective relationships with children and to develop their understanding and use of language. This helps children to feel valued and promotes their self-esteem.
- Staff do not provide all parents with as much information as possible about how they can best support their child's learning at home.
- Staff do not consistently provide challenge for older children's learning during mixed-age group activities.

What the setting needs to do to improve further

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

- increase the information provided to parents about how they can support their child's learning at home, so that children make the best possible progress
- review how mixed-age group activities are organised, so that older children are fully challenged in their learning, to help them make rapid progress.

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 evaluated staff's assessment of children's progress and how they plan for children's next steps in learning.
- The inspector completed a joint observation of an activity with one of the directors of the company.
- The inspector held a meeting with the directors of the company. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector
Linda Yates

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff attend safeguarding training. They have an in-depth knowledge of the signs that may indicate that a child is at risk of abuse or neglect. Staff are aware of the correct procedures to follow if they have any concerns about a child's welfare. The management team closely monitors the progress made by all children, including different groups of children. This enables them to identify any gaps in children's learning and to put plans in place to address these. Managers have developed strong links with the local authority advisor. This helps staff to identify how they can improve. The management team has positive relationships with other professionals, including those who support children with special educational needs and/or disabilities. This means there is a shared approach to children's care and learning, so that they receive consistent support.

Quality of teaching, learning and assessment is good

Staff understand and use a wide range of effective teaching strategies. For example, babies concentrate well as they use sticks to explore flour and to bang a tin tray with. During such activities, staff describe what children are doing, to develop their understanding of language. Staff who work with the two-year-olds, and those who work with the older children, make sure that these groups' separate circle times provide children with opportunities to listen intently. During such times, children learn about numbers and shapes. Staff support children who speak English as an additional language well. For example, children are encouraged to use their home language in their play. This helps children's communication development, enabling them to make links with English vocabulary and showing respect for the child's language and culture. Children develop the valuable skills they need for their eventual move on to school.

Personal development, behaviour and welfare are good

The cook provides children with nutritious and well balanced home-made meals and snacks. Children have good opportunities to test their physical skills outdoors. For example, they use the balance bicycle, the tricycles and the small slide. Children investigate and explore how water moves as they repeatedly pour water down the chute and watch it come out the other end. Staff use the nursery minibus to take children on outings. This includes visits to farms and local playgrounds. Staff work well together as a team and share their high expectations for children's behaviour. They help children to take turns and show respect for others.

Outcomes for children are good

All children make good progress from their starting points. Babies wiggle their bodies to music as they listen to the programmable toys. Older children are confident at identifying the initial sounds in words. They are gaining in confidence at linking sounds to the letters of the alphabet and in writing letters. Children are happy, self-assured and interact freely and enthusiastically with one another and with staff.

Setting details

Unique reference number	EY410078
Local authority	Stoke-on-Trent
Inspection number	10066114
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 - 11
Total number of places	49
Number of children on roll	70
Name of registered person	Kids & Co (Stoke) Ltd
Registered person unique reference number	RP902712
Date of previous inspection	13 August 2015
Telephone number	01782267359

Kids & Co registered in 2010 and is located in Hanley, Stoke-on-Trent. It is one of two settings managed by Kids & Co (Stoke) Ltd. The setting employs nine members of childcare staff, all of whom hold an appropriate early years qualification at level 3. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. Older children attend the before- and after-school provision, and the holiday playscheme, offered by the setting, as required.

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