

# Kids Count Hartford

Hartford Primary School, Riddings Lane, Hartford, NORTHWICH, Cheshire  
CW8 1NA



<b>Inspection date</b>	20 May 2019
Previous inspection date	9 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provider and managers work well together to form a strong leadership team. They support the staff team very effectively and ensure the smooth operation of the nursery.
- Staff work alongside outside agencies to support children with special educational needs and/or disabilities. Individual support plans are in place to ensure that children's needs are met effectively.
- Children are very confident and articulate communicators. They offer to provide a tour of the outdoor area and explain what they like about nursery. The interesting range of toys and natural resources freely available ignites children's curiosity to explore. For example, children are fascinated with the pipes and guttering as they pour water and put balls down the chutes.
- Partnerships with parents are good. Parents feel well informed about their child's learning and feel staff are approachable and they can talk through any issue with them.
- The key-person system is effective. Staff's nurturing approach helps create a warm and positive atmosphere where children feel relaxed and settled.
- Managers have action plans in place and welcome the views of children, staff and parents. They set clear targets to make positive changes for the benefit of children. For example, staff accessed a workshop to help them to teach phonics (letters and the sounds they represent) to children. They introduced tapping sticks to help children to sound out the rhythm of words to develop their literacy skills.
- At times, staff do not challenge older and more-able children in their learning at the highest level.
- Occasionally, younger children are not able to practise walking independently.

## What the setting needs to do to improve further

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

- support staff further to provide more opportunities for older and more-able children to be challenged in their learning at the highest level
- provide more opportunities for younger children to practise walking independently.

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

#### Inspector

Kathryn Dorrington

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Regular in-house training helps to ensure that staff are familiar with the signs to be concerned about in relation to child protection matters. Managers help to keep staff's safeguarding knowledge current by testing this out at frequent staff meetings. Staff know what to do if they are concerned about a child's well-being or about the conduct of a colleague. Visual checks, along with written risk assessments, are completed daily to ensure that the nursery is safe and clean prior to children arriving. Managers support staff very well. They observe staff's practice and set individual targets to help to improve their teaching. They closely track children's progress to ensure that any gaps in learning are swiftly identified and closed quickly.

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

Staff use an online system to observe, assess and plan for children's individual next steps in learning to help children to make good progress. Staff support older children to work out how to 'unlock' the padlock attached to their favourite superhero character as they find the corresponding key to the numbered padlock. They ask questions to extend children's learning as they pour water into jugs and use funnels to learn about capacity. Younger children count the number of candles in the sand. Staff encourage children to look at the corresponding numbers to reinforce their mathematical awareness. Older children show an interest in special events as they freely talk about their families and where they are going on their holidays.

### Personal development, behaviour and welfare are good

Staff offer reassuring support for younger children as they sidle onto a member of staff's lap as they become tired. Staff support older children as they learn to develop their physical skills as they kick, throw and catch large balls outdoors. The nursery employ a cook, who freshly prepares all meals. Careful consideration is given to ensure that meals and snacks are healthy, balanced and nutritious. Children behave well and know the routines of the nursery. For example, they put aprons on prior to playing in the pasta and remind each other to have 'kind hands'. Staff use plenty of praise with children to support their self-esteem and self-confidence. Children are encouraged to be independent. For example, younger children access their own labelled water bottle when they need a drink.

### Outcomes for children are good

Children make good progress in their learning from their starting points. They gain the key skills needed to be ready for school. During a phonics session, older children confidently talk about and put items beginning with 'p' and 'f' in the matching hoop. They continue this learning spontaneously as they tell staff that 'parrot', 'pineapple' and 'peacock' all begin with 'p'. They sing songs enthusiastically and with obvious enjoyment.

## Setting details

<b>Unique reference number</b>	305090
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10062186
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 14
<b>Total number of places</b>	98
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Belgrave Day Nurseries Limited
<b>Registered person unique reference number</b>	RP524770
<b>Date of previous inspection</b>	9 March 2016
<b>Telephone number</b>	01606 74100

Kids Count Hartford registered in 1994. The nursery employs 17 childcare staff. Of these, one holds early years professional status, 11 hold appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 2. The nursery is open Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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