

Inspection date	30 May 2019
Previous inspection date	23 January 2014

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

- Children develop good levels of self-esteem and play and learn happily. They establish good relationships with the well-qualified staff, who are kind, caring and know children's individual personalities and needs well.
- Children are eager to participate in activities and display good behaviour and social skills. They make good friendships with their peers. In addition, staff help children to listen and develop a respect for each other.
- Strong links with other specialist professionals help to build a collaborative approach to support children's individual needs. Staff take part in local authority initiatives to raise children's achievements in communication and language. They form close partnerships with teachers to even better prepare children for the move to school.
- Children are provided with a good range of freshly prepared nutritious meals and snacks, which contributes significantly towards keeping them healthy.
- Children benefit greatly from a well-organised learning environment, which has a broad range of resources for them to make choices about their play. Staff plan a range of stimulating play opportunities which support children's interests and next steps in learning effectively.
- The management team does not use incisive and highly robust methods to monitor the quality of practice of individual staff members, to help raise the quality of provision so that it is constantly improving to the highest level.
- Staff do not consistently encourage parents to make best use of the systems in place to share information about their child, to help children settle in and to further support their ongoing learning.

What the setting needs to do to improve further

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

- focus supervision and monitoring of staff practice even more sharply on helping all staff develop an excellent knowledge of teaching and learning
- develop more effective methods of sharing information with parents about what their children can already do when they start attending and their ongoing learning, to help promote their learning at home and at the setting.

Inspection activities

- The inspector held discussions with the management team, staff and children throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning activities both indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector sampled documents, including children records, policies and safeguarding information, and checked evidence of the suitability and qualifications of staff.

Inspector
Linda Shore

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The managers and staff have a good awareness of child protection and understand their responsibility to protect children from harm. The management team follows effective procedures to ensure that staff working with children are suitable, qualified and experienced to do so. Staff are deployed effectively throughout the day, ensuring children are safe and their individual needs are met. The managers monitor children's progress to identify any gaps in their learning and provide targeted support to help them catch up. The managers evaluate the provision and plan developments that have a positive impact on children's well-being and enjoyment. For example, since the last inspection they have made significant improvements to the activities and resources available to children outdoors.

Quality of teaching, learning and assessment is good

Overall, staff are good teachers. They make good use of new skills acquired during recent training to support children's ongoing learning. For instance, they make better use of opportunities to promote children's understanding of positional language, such as under, over and around. Staff constantly observe and assess children's learning. They have a good understanding of their interests and current stages of development. This helps them to plan activities that challenge and engage children in learning. Babies and toddlers enjoy messy play that represents farmland and learn that pigs like to roll in mud. They identify the animals in books and on cards and copy the noises they make. Older children concentrate for extended periods as they create a leaflet all about themselves. They include information about their family and this helps them understand their position in the family. They practise writing their own names and learn new words as staff talk to them and pronounce words clearly.

Personal development, behaviour and welfare are good

Staff maintain a welcoming, safe and secure environment and supervise children well. Staff are good role models. Children behave well, enjoy playing with their friends and show good levels of self-control and cooperation. Children consistently use simple manners, such as saying 'please' and 'thank you' in their play. They enjoy helping and show pride in completing simple jobs, such as helping to clean the table after their meal. Staff support children's health and personal care effectively. Children practise their developing self-care skills. For instance, young children wipe their noses well and are reminded to put the tissue in the bin. They learn to wash their hands and how to get rid of the germs. Older children pour their own drinks and serve themselves at lunchtime.

Outcomes for children are good

Children are curious, active and independent learners and gain the skills they need to be ready for school. They investigate and learn about other creatures, such as ladybirds. Children develop their imagination and practise large physical movements as they pretend to fly from leaf to leaf. They work together well in small groups to identify the similarities and differences by counting the different number of spots.

Setting details

Unique reference number	EY459689
Local authority	Bolton
Inspection number	10106027
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	1 - 11
Total number of places	58
Number of children on roll	44
Name of registered person	Kids Kapers Partnership
Registered person unique reference number	RP532395
Date of previous inspection	23 January 2014
Telephone number	01204416630

Kids Kapers registered in 2013. The nursery employs nine members of childcare staff. Of these, one holds qualified teacher status and one holds a level 6 qualification. All other staff hold appropriate early years qualifications from level 3 to level 5. The nursery opens Monday to Friday all year round from 7.30am until 6pm. It also provides before- and after-school care and a holiday club for school-aged children. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

