

Shotley Kidzone

C/O Shotley CP School, Shotley, Ipswich, Suffolk IP9 1NR



Inspection date	21 June 2019
Previous inspection date	15 June 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Members of the exceptional management team are extremely dedicated, efficient and well organised. Their attention to detail ensures families are fully supported. Parents remark that 'staff are always there to listen and support' and the setting is perceived as 'more of a community than a nursery'.
- Managers are passionate and uncompromising in their ability to make meaningful links with other agencies. This helps to ensure that children receive timely targeted interventions when needed. Staff use informed assessment based on sound and accurate judgements. They provide other services with information about what children can do well and what they might need further support with.
- The setting draws upon the resources in the local community effectively to provide children with exciting learning experiences outside of the setting. Children learn about lambing in the spring at the nearby farm. They enjoy strawberries for snack from the nearby allotments and go on bus trips to a local care home for singing and stories with the residents.
- The outdoor environment is fantastically well equipped to aid children with a range of natural experiences. When finding insects, children are curious and eager to touch and hold them. They notice what they feel like and remark on any markings or patterns they can see. They show respect and take great care not to hurt them.
- Rigorous monitoring of planning, assessment and tracking ensures that children make remarkable progress in relation to their initial starting points. The enthusiastic key persons know their children exceedingly well and meticulously plan for their needs.
- Transitions into, within and out of the setting, when children move on to school, are executed to an exceptionally high standard. When a new child starts at the setting, time is spent with the family collecting information about what they can already achieve and where they need further support.

What the setting needs to do to improve further

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

- enhance and extend opportunities for children to think critically at an even deeper level during child-led activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector
Amy Quinton

Inspection findings

Effectiveness of leadership and management is outstanding

Managers have extremely high aspirations as they work with staff. They role model and set exceptionally high standards of care and practice to their team. Staff retention is high as practitioners feel valued and have a sense of belonging and ownership in the setting. Managers skilfully develop practitioners' abilities in self-reflection to identify their own strengths and areas for development. This feeds into peer-on-peer monitoring used by the setting, where practitioners have opportunity to reflect on and share examples of high-quality practice. Safeguarding is effective. Practitioners can identify signs that may indicate that a child is at risk of or is being abused. They know their responsibility to record and refer information to the appropriate agencies.

Quality of teaching, learning and assessment is outstanding

Teaching and learning are of extremely high quality. Children move purposefully around their environment, both indoors and outdoors, to select resources to enhance their play and learning. Children are offered a range of full and varied opportunities to discuss mathematical concepts, such as length. For example, they cut up string into pieces to make a tepee frame to allow runner beans to grow. Children can identify initial letter sounds during a letter hunt. They use prompts such as pictures or actions to sound them out and link them to words they know. Children are confident, capable and self-motivated learners. They seek out other children to share experiences with. They discuss and try out ideas together, such as adding water and soap to long tubes to make their cars travel down faster. However, there is scope for practitioners to further boost children's already exceptional skills to think critically at an even deeper level.

Personal development, behaviour and welfare are outstanding

Staff are extremely proactive in promoting positive mental health. They affirm healthy attitudes towards well-being and children use rhymes that encourage them to 'shake the feelings out and wiggle our worries away'. Children and practitioners heartily join in with the lyrics. Further targeted activities, such as yoga, help to encourage children to reflect positively about what their bodies can achieve and promote healthy lifestyles. Practitioners are vigilant in ensuring the plans for children with long-term medical needs are met effectively. Children's self-care skills are so great that they recognise by themselves the need to use sun creams, hats and fresh drinking water as essentials for keeping safe in the hot weather. In the exceptional outdoor area, children use staggered mounds and slopes as opportunities to set themselves challenges and negotiate the space around them.

Outcomes for children are outstanding

Children who are identified as working at a slower rate or slightly below expectations are targeted through sensitive intervention. They go on to make exceptionally rapid progress and effectively catch up with their peers of a similar age. Children in receipt of additional funding benefit hugely from programmes put in place to support their individual needs, particularly in the prime areas of learning. Children leave the setting with confidence in their abilities and with the skills needed to transfer on to school.

Setting details

Unique reference number	251629
Local authority	Suffolk
Inspection number	10106661
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 - 10
Total number of places	50
Number of children on roll	54
Name of registered person	Shotley Kidzone Committee
Registered person unique reference number	RP523515
Date of previous inspection	15 June 2015
Telephone number	01473 787873

Shotley Kidzone registered in 1968. The setting employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, five hold level 3, and one has early years professional status. The setting opens Monday to Friday during term time from 7.45am to 6pm. It provides funded early education for two-, three- and four-year-old children.

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