

The Kid Company LLP

Chapel House, 25 Market Place, Chapel-en-le-Frith, HIGH PEAK,
Derbyshire SK23 0EN



Inspection date	23 July 2019
Previous inspection date	19 May 2016

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 have a good understanding of young children and how they learn. They use the knowledge they gain from training and development opportunities effectively when they plan activities for children. As a result, children play and learn in a stimulating environment.
- Staff work closely with parents. They make sure that they use the information shared by parents to help children feel welcome. They also follow children's interests from home to encourage children to engage in learning. As a result, children settle well at the nursery.
- Managers work well with external partners, such as the local authority, to review, develop and improve the quality of provision in the nursery. For example, in the recently developed outdoor literacy cabin, children can select from a range of tools, such as chalk and paintbrushes, to make marks.
- Staff make children's health and well-being a high priority. Staff supervise children carefully and make sure they are suitably clothed and protected for the weather conditions. They check and change nappies regularly.
- Staff identify appropriately challenging next steps for children. Children make good progress. Younger children are prepared for their progression through the nursery and older children are well prepared for school.
- Staff are good role models for children. They are polite to children and to each other. Children behave well and need only gentle reminders from staff about what is expected of their behaviour when they are at nursery.
- At times, staff speak to children using language that is casual or inappropriate to their level of understanding. For example, staff may refer to themselves and children by name when the children understand the use of 'I', 'me' and 'you'.

What the setting needs to do to improve further

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

- extend the monitoring of teaching so that staff help children to develop an even better understanding of how to use the words and language they learn, in particular how to refer to themselves and address other people.

Inspection activities

- The inspector observed the children and staff indoors and outdoors, and assessed the quality of teaching and learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector reviewed documentation, including policies, procedures and information relating to staff suitability to work with children.

Inspector

Joanne Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff's knowledge of the signs and symptoms of abuse is good. They also understand what they must do if they have concerns about a child's welfare or if they are concerned that a colleague may be harming a child. Managers follow reporting procedures promptly and work with others, such as the local authority children's services team, well. As a result, children are safe. There is a robust cycle of performance management that supports staff professional development effectively. Staff regularly meet with their manager to discuss and receive feedback on their work. Parents receive good-quality information about their child's development through daily feedback, parent consultation meetings and their child's online learning journal. Staff work well with parents to identify the next steps for children's learning.

Quality of teaching, learning and assessment is good

Staff assess children's development accurately. They skilfully use spontaneous play as effective learning opportunities. A member of staff working with the babies developed one baby's interest in looking at people in another room into an extended game of 'peepo' for four babies. The staff member skilfully introduced counting, new words, imagination and anticipation into the game, during which the babies listened carefully and responded with glee. Staff working with older children are skilled at asking them questions that mean they have to try to work things out for themselves. For example, when children needed water for an activity, the water butt they usually used was empty. The staff member asked them where else they might find water. Children considered her question and then went to use water from the barrel containing drinking water instead. Children received praise for using their thinking skills to solve the problem.

Personal development, behaviour and welfare are good

Children spend good amounts of time on their chosen activity. For example, babies choose to sit at a table with play dough and explore it for extended periods of time, with the support of staff. They know how to express what they want and let staff know when they have finished with an activity. All children spend time in the garden where they develop their large-muscle control. They climb on the fixed play equipment, balance on low walls, ride on wheeled toys, run, walk and crawl. Meals and snacks are healthy and nutritionally well balanced. Children sit together at tables to eat and staff support them to feed themselves using cutlery.

Outcomes for children are good

Children's literacy and numeracy skills develop well. Older children recognise and name numbers up to 10 and sometimes beyond. They count groups of items up to 10 accurately and know that when counting backwards you finish at zero. When playing 'peepo', babies know that when the staff member counts 'one, two, three', something exciting will happen. Older children write their name and form recognisable letters. Younger children make long linear marks using water and paintbrushes, showing increasing control and interest in what they are doing. Older children are developing a good understanding of letters and the sounds they represent. They spell out loud the names of their friends using sounds.

Setting details

Unique reference number	EY439532
Local authority	Derbyshire
Inspection number	10075024
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 - 6
Total number of places	30
Number of children on roll	44
Name of registered person	The Kid Company UK LLP
Registered person unique reference number	RP906316
Date of previous inspection	19 May 2016
Telephone number	01298938913

The Kid Company LLP registered in 2012. The nursery employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, three hold level 3, one holds level 5 and one holds level 6. The nursery opens from 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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