

<b>Inspection date</b>	1 August 2019
Previous inspection date	29 June 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

- Managers and staff support children's developing self-esteem well, for example by cuddling and praising children. Children develop strong attachments to them and to each other. They arrive happy and confidently join in with the available activities in the warm and safe environment.
- Staff know how children learn through play and support their learning effectively. All children make good progress from their starting points. They acquire the skills they need for their next stage in learning and their move to school.
- Staff form strong partnerships with parents. For example, they keep parents well informed about their children's learning and development. Parents know how to support their children in the nursery and beyond.
- Children have access to a wide range of materials and resources to help develop their sensory experiences in different ways. For instance, children play outdoors with flour and water in a large tray.
- Staff supervision and the systems for monitoring teaching are not always sharply targeted to provide further opportunities for staff to improve their practice and knowledge to an even higher level.
- Sometimes individual and groups of children's learning, including those who speak English as an additional language, is not meticulously planned for. Information from observations and assessments is sometimes not used well enough to make sure all children make even better progress.

## What the setting needs to do to improve further

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

- sharpen the focus of staff supervision and the professional development programme to offer opportunities for staff to develop their practice even further
- implement plans to make better use of observations and assessments to focus teaching more precisely on what children, and groups of children, including those who speak English as an additional language, most need to learn next and help them to make even better progress.

### Inspection activities

- The inspector observed children and staff during activities indoors and outdoors.
- The inspector held meetings with the managers, and spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with one of the managers.
- The inspector sampled a range of documentation, including assessment records and planning, policies and procedures.
- The inspector spoke to staff and some parents during the inspection and took account of their views.

#### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers ensure that staff have a good knowledge of safeguarding practices and they have strong systems in place to ensure children remain safe. For example, they deploy staff well to ensure children are always supervised and to meet their individual care needs. Managers consider the views of children, parents and staff to provide a good service. The ongoing improvements to the learning environment have had a positive impact on children's welfare and development. Children choose resources from uncluttered rooms and explore, and investigate the well-resourced outdoor area eagerly. Managers are committed to improving staff practice professionally and they attend training regularly to extend their already good skills. For instance, recent training has helped them to identify how to enhance the support for children who have language delay.

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

Staff gather relevant information from parents about what their children know and can do. Overall, they use this information, along with their ongoing observations, to plan engaging activities that motivate children to learn. Staff encourage children to experiment, make predictions and solve problems for themselves. For example, older children compare quantities as they pour and weigh flour, water and cereals. They begin to understand the concept of weight, use mathematical vocabulary and develop good manipulative skills. Staff provide a stimulating environment and plan enjoyable activities. For instance, babies excitedly make marks with chalks on chalkboards and on a nearby tree in the garden. Older children enjoy singing nursery rhymes in a wooden boat, while pretending to row down a river. Staff work well with providers and outside professionals to ensure that children receive the early support that they need.

### Personal development, behaviour and welfare are good

Staff act as good role models. They provide gentle encouragement for babies to share and cooperate during play, and older children show consideration towards each other. Staff provide children with good opportunities to develop and maintain a healthy lifestyle, for example by serving freshly cooked, nutritious meals. They organise sociable mealtimes as children sit alongside their peers and staff. Children have many opportunities to extend their physical skills. For example, older children confidently ride bicycles and babies enjoy climbing up a slide in the garden. Staff provide children with interesting resources and activities that supports children's understanding of the wider world. They celebrate festivals and special occasions that are important to individual children. Staff teach children how to manage risks and their own safety, for instance as they use stop and go signs while children play on outdoor equipment.

### Outcomes for children are good

Children learn to be independent and manage their own needs. For instance, babies understand the need to wash their hands after messy play and older children confidently manage their self-care. Children take part in activities with enthusiasm and enjoyment. They benefit from the positive interaction of staff. For example, older children discuss the difference between a swan and a goose while reading a book together.

## Setting details

<b>Unique reference number</b>	EY358753
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10067704
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	65
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Kiddi Galore Limited
<b>Registered person unique reference number</b>	RP907212
<b>Date of previous inspection</b>	29 June 2016
<b>Telephone number</b>	01722 322179

Kiddi Galore registered in 2007 and is situated in a detached house on the outskirts of Salisbury, Wiltshire. It is open on weekdays from 7am to 7pm for 51 weeks of the year. The nursery provides early education funding for children aged two, three and four years. It employs 10 members of staff who work directly with the children. Of these, three hold an early years qualification at level 3 and two hold level 2.

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