

Inspection of Kids Corner Nursery

Kids Corner Nursery Ltd, 315 Gwendolen Road, Leicester, Leicestershire LE5 5FS

Inspection date: 9 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and content in this well-organised and well-resourced setting. As older children arrive, they greet staff and their friends with enthusiasm and settle quickly to their chosen play. Babies and toddlers are very settled and show positive relationships with key people. They enjoy cuddles and show that they feel safe and secure.

Pre-school children talk with each other and show a good range of spoken skills. Babies begin to babble as they play. Toddlers enjoy singing and action songs. Children are confident and display high levels of emotional well-being. They show curiosity and enjoyment in the activities on offer. Babies love the feeling of paint on their hands and show delight as they smear this across paper.

Children of all ages behave well and show a good understanding of what is asked of them. Staff are good role models and help children to manage any altercations that occur. Children show respect, listen to others and cooperate well with each other.

Children show a developing understanding of the world. Pre-school children talk animatedly with staff and visitors about forthcoming holidays. They know this is 'very far away' and that they will travel on a 'big plane'. Children show excitement when they find a worm and snail outside. This leads to discussions about where they live and what they eat. Children handle these carefully and remind their friends to 'be careful' when they touch them.

What does the early years setting do well and what does it need to do better?

- Staff read to children and all children love to look at books. They show good listening skills when staff read to them. Pre-school children recall familiar stories and show delight as they talk to staff about the 'huge teeth' the wolf had. Staff extend children's love of books. Parents are asked to take a book home each week to read to their child, and share feedback with staff on how this was enjoyed.
- Overall, staff support every child to develop their spoken skills well. They offer narrative as children play and ask open questions to encourage children to respond. However, there are less opportunities for children who speak English as an additional language to use their home language during play and activities, to further support their development of speech.
- Staff help children to develop healthy lifestyles. Children are taught to follow good hygiene routines and are offered a range of healthy and balanced food each day. They benefit from regular play outdoors and physical exercise. Staff talk to children about why the foods they eat are good for them and why

washing their hands before eating food is important.

- On the whole, partnerships with parents are good. Parents speak highly of the dedicated and caring staff team. They comment on how well their children are learning and how much they enjoy coming to the nursery. However, staff do not gather enough information from parents about what children know and can do when they first start at the setting, to help inform planning and widen their experiences from the outset.
- The nursery staff are passionate and committed to providing good standards of care and learning. They are led effectively by a knowledgeable and skilled management team. The management team has high expectations for both staff and children to be able to achieve to their highest level. Overall, managers know where weaknesses in the setting are and put good plans in place to improve practice. However, although the managers have begun to monitor staff practice, this is not embedded into practice to ensure teaching is of the highest quality.
- Staff observe and assess the children as they play. They have a clear understanding of how children learn and develop and, overall, teaching is effective in helping every child to make good progress. Staff know them well and plan an interesting range of activities based on their needs, interests and next steps. Staff talk to parents each day to learn about their child's experiences outside of the setting and are beginning to plan activities to build on this further.
- The key-person system is firmly embedded and used effectively to ensure that all children feel safe and secure in their surroundings. Relationships between children and staff are good. As a result, children are confident and display high levels of emotional well-being. They show curiosity and enjoyment in the activities on offer.
- Staff ensure children have good access to toys that promote children's imagination and social skills. Pre-school children sit and play with a china tea set. They pretend to pour out tea for each other, stir and sip from the cups.

Safeguarding

The arrangements for safeguarding are effective.

Secure procedures are implemented to ensure that staff working with children are suitable to do so. Staff are asked to declare their ongoing suitability during regular supervising meetings. The management team and staff regularly attend training in child protection and wider safeguarding issues. They know and understand the procedures to follow if they have a concern for a child. Robust risk assessments are in place, along with daily checks, to ensure all areas children have access to are safe and secure.

What does the setting need to do to improve?

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

- use every opportunity to help children hear and use their home language during play and activities, to further support their development of speech
- gather more precise information from parents when children first start at the setting, in order to inform the curriculum and enhance children's experiences from the outset
- monitor staff more effectively in order to help develop their good teaching skills further still.

Setting details

Unique reference number	EY560996
Local authority	Leicester
Inspection number	10126125
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 to 4
Total number of places	60
Number of children on roll	70
Name of registered person	Kids Corner Nursery Limited
Registered person unique reference number	RP910873
Telephone number	0116 3390319
Date of previous inspection	Not applicable

Information about this early years setting

Kids Corner Nursery Ltd registered in 2018 and is situated in the Evington area of Leicester. The nursery employs 11 members of childcare staff, eight of whom hold early years qualifications. It opens Monday to Friday from 8am until 6pm, except for bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- The inspector conducted a learning walk with the managers and talked about how they ensure the curriculum meets the needs of the children attending.
- The inspector completed a joint observation with one of the managers and discussed their findings.
- The inspector spoke to staff and children at appropriate times and completed observations in all areas of the setting and outdoor areas.
- The inspector spoke to a small group of parents to gain their views.
- The inspector held a meeting with the setting managers. She looked at relevant documentation, such as the setting's policies and procedures and evidence of the suitability of staff working in the setting.

We carried out this inspection 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.

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