

# Inspection of Kids Corner

Sudbury Primary School, School Lane, Sudbury, ASHBOURNE, Derbyshire DE6 5HZ

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Inspection date:

5 November 2019

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

The manager and staff team are enthusiastic in their work with the children. They strive to offer a warm and friendly environment. Children demonstrate that they are happy to explore and are curious. However, sometimes they are not given enough time to share their own ideas and thoughts. Children are very well behaved and are polite and well mannered. They are familiar with staff's high expectations. For example, staff encourage children to take responsibility and care for the environment. Children eagerly help to tidy away toys and know where these are stored.

The premises are suitable, and most hazards have been identified and minimised to children. Children show confidence and feel safe to investigate the good and varied range of toys and resources. However, the provider does not complete thorough risk assessments outside to fully assure children's safety. There is good range of well-written documentation to support the running of the setting. However, the provider has failed to follow the complaints procedure correctly.

Parents are actively involved in their child's learning. However, they are not always encouraged to share their child's achievements from home. This does not help staff to further build on children's learning and progress. Children spend time with older children from the host school during lunchtime and regularly visit the school for other events to support them during their transition to school.

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

- Staff undertake risk assessments, but these are not always thorough. As a result, there is a missing fence panel to prevent children's access to the oil storage unit. Also, the use of some equipment outside, such as two-wheeled bicycles children use, is not risk assessed fully to promote their safety.
- The provider has a clearly written complaints procedure. However, they do not always implement these procedures effectively. The provider does not inform parents, in writing, of the outcome of their concerns in a timely and appropriate manner. This is a breach of the requirements.
- Staff have a good overview of what children can do and what they need to learn next to achieve as much as they can. They complete regular observations of each child and complete assessments to show the progress children make. Staff use this information, along with the child's interests, to plan activities that help move children on in their learning. They ensure children receive a varied and wide range of learning experiences across the curriculum.
- Parents comment on how pleased they are with the setting and how supportive and friendly the staff are. They state that staff regularly share information with them. For example, staff share what their child has done and what ideas and

activities they can continue to do at home with their child. That said, parents are not always encouraged to share their child's achievements from home to support their continued learning at the setting.

- Children thoroughly enjoy exploring with different textures to support and enhance their sensory and small-muscle development. For example, they explore using paper, twigs, cardboard tubes, dried flour and glitter. Children enjoy squeezing dough and shaking and mixing glitter into it. Staff engage in conversation with the children well. However, on occasions, staff do not give children enough time to come up with their own ideas and thoughts to support their thinking skills.
- The key-person system is effective. Staff know their key children well. They find out from parents about their child's individual needs and plan activities to give children extended experiences that they may not get at home. For example, staff regularly take children on outings, including using public transport to go and visit the library. Children excitedly speak about their adventure and how they enjoyed going on a bus.
- Children's mathematical development is progressing well. Staff skilfully weave maths throughout the activities and experiences the children have. For example, children count the coins they need to buy food. They cut up pretend food and know they have two halves. Children count out pieces of pasta and say 'more' and 'full' when there is no more room in the container.
- Staff support children's independence skills very well. They help children to have the confidence to self-select toys they want to play with. Furthermore, children are adept at managing their personal care needs. They wash their hands and put on and take off their coats with ease.
- The manager ensures that staff have appropriate support and a manageable workload. She regularly monitors and reflects on their performance through formal and informal meetings. This helps her to identify any training needs that the staff may need to further improve their practice.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of their roles and responsibilities to protect children. They know what procedures they must follow should they have a concern about a child in their care. Staff regularly complete training to keep their knowledge and understanding up to date regarding the wider aspects of child protection. For example, they recognise the signs that a child may be being exposed to extreme views and ideas. Well-written child protection policies and procedures, and additional information displayed around the setting, provide staff with information on further ways to protect children from harm.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

|   | Due date   |
|---|------------|
| improve risk assessment procedures to ensure all risks to children's safety are identified and addressed as swiftly as possible   | 26/11/2019 |
| ensure that the complaints procedure is followed correctly regarding any complaints or concerns that are received in writing, and that the outcomes are clearly recorded. | 26/11/2019 |

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

- provide more time for children to come up with own ideas and thoughts, to support their thinking skills
- find more ways to encourage parents to share information about their child's achievements at home, so that this promotes a truly shared approach to children's learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY561030  |
| <b>Local authority</b>                           | Derbyshire  |
| <b>Inspection number</b>                         | 10126546  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Sessional day care  |
| <b>Age range of children</b>                     | 2 to 10   |
| <b>Total number of places</b>                    | 20  |
| <b>Number of children on roll</b>                | 37  |
| <b>Name of registered person</b>                 | Kids Corner CIO   |
| <b>Registered person unique reference number</b> | RP561029  |
| <b>Telephone number</b>                          | 01283 584829  |
| <b>Date of previous inspection</b>               | Not applicable  |

## Information about this early years setting

Kids Corner re-registered in 2018 and is situated in Sudbury, Derbyshire. The pre-school is open each weekday from 7.30am to 6pm, during term time only. It employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one holds qualified teacher status and two hold a level 2 qualification. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Judith Rayner

## Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector had a tour of the areas of the premises with the manager and discussed with her how she organises her setting. The inspector took into account the views of parents.
- The inspector spoke to the manager and staff about how they support children's learning. She observed the manager and the staff team interacting with children during play activities. The inspector completed a joint observation of an activity with the manager.
- The inspector observed the children at play and assessed the impact of the teaching on their learning.
- The inspector spoke to the manager about her use of evaluation, her current areas for improvement, and how she plans for her and her staff's continuous professional development.
- The inspector sampled a range of documentation, including suitability and qualification records and some policies and procedures.

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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