

Inspection of Incredible Kids (Hilton) Limited

2 Witham Close, Derby DE65 5JR

Inspection date:

13 May 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children show that they feel happy and safe. For example, babies give eye contact to visitors at the nursery. Older children talk about their experiences at home. Staff consider what impact the pandemic is having on children's learning. They plan experiences that children may have missed while not being at nursery. For example, children enjoy pretending to go to the beach in the nursery garden.

Teaching is inconsistent and the expectation for children's learning is not high enough. Babies learn new skills, building on what they already know and can do. In comparison, some staff are not clear about what children aged over two years know and what they need to learn next over time. This group of children do not receive the support they need to achieve their best.

Children learn to manage their feelings and behaviours. Staff give them a five minute warning to signal a change in their activity. Children use the time to complete their chosen task.

Children build a strong relationship with their key person. However, key persons do not engage well with parents. In particular, the key persons do not consistently find out from parents what their children's individual learning needs are. Children who speak English as an additional language are not fully supported in their language development.

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

- Since the last inspection, the nursery has undergone a great deal of change. Leaders have recruited a new management team and new staff. They provide a suitable programme of induction. Managers and staff understand their roles and responsibilities. However, new arrangements to supervise and support staff are not embedded in practice. This does not support continuous improvement.
- Staff observe children in their play. They plan activities that reflect children's interests. However, staff working with children over the age of two years do not always consider what children know and what they need to learn next. This group of children enjoy the experiences staff provide for them. However, staff do not support them to develop a good level of knowledge and skills needed for their future learning.
- Parents state that the special educational needs coordinator (SENCo) 'goes above and beyond' to support children. The SENCo works with other agencies, parents and staff to identify children who need additional support. She agrees and identifies the learning intentions for children.
- Children who speak languages in addition to English are sometimes at a disadvantage. Their key person does not talk to parents about the languages

children are learning at home. Staff do not discuss or agree how they can help children to develop and use their home languages in their play and learning. This does not sufficiently support children's language development.

- Staff are responsive to the care and learning needs of babies. They give babies eye contact, sing songs and are constantly supporting their language development. For example, when a baby says 'ore' for 'more', staff repeat the word correctly. Staff expand on what babies are saying. For example, when babies say 'more', staff add a word and repeat, 'more please'.
- Through appropriate assessment, staff recognise the areas where children have had less learning opportunities because they have been sheltered at home through the COVID-19 (coronavirus) pandemic. They focus on helping children to develop their confidence and their social and physical skills. For example, children are eager to play outdoors. They negotiate space as they run with their friends and explore the garden. Children are encouraged to take risks. They enjoy climbing steps and riding bicycles.
- Older children confidently use language to share their ideas and thinking with others. For example, children tell the inspector that she is wearing a mask because she is a doctor. They talk about their past experiences of going to a hospital with their family.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the risks to children. They know the actions to take if they have concerns about a child's welfare. Staff work with other agencies, such as the local children's services. This helps to make sure they have the information they need to keep children safe. Staff have kept in touch with parents during the pandemic. They help parents and children to return to the nursery with confidence. For example, staff greet and collect children from their parents at the door. Managers follow appropriate recruitment procedures. They carry out checks to make sure staff are suitable to care for children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
make sure all staff understand what children aged over two years need to learn and follow the agreed approaches to develop their knowledge and skills	12/06/2021

improve engagement between the key person and parents to discuss and agree how to help children to develop the languages they speak at home	12/06/2021
improve the supervision and coaching provided for managers and staff, and make sure all staff understand what skills and knowledge they need to improve to promote continuous improvement.	12/06/2021

Setting details

Unique reference number	EY477955
Local authority	Derbyshire
Inspection number	10118487
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 at time of inspection	0 to 11
Total number of places	91
Number of children on roll	62
Name of registered person	Incredible Kids (Hilton) Limited
Registered person unique reference number	RP902261
Telephone number	01283730730
Date of previous inspection	10 July 2019

Information about this early years setting

Incredible Kids (Hilton) Limited registered in 2014 and is based in Derby. The nursery is open all year round from 7.30am to 5.30pm, Monday to Friday, except for a week between Christmas and New Year and on bank holidays. It provides funded early education for two-, three- and four-year-old children. The nursery employs 11 members of staff, nine of whom hold appropriate early years qualifications. The manager holds a level 6 early years qualification. The nursery was not modifying or disapplying any early years foundation stage requirements at the point of the inspection.

Information about this inspection

Inspector
Dianne Adams

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The Inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The nursery manager and the inspector completed a learning walk together.
- The inspector completed joint observations with the nursery manager.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- Children spoke to the inspector about their experiences at home and in the nursery.
- Parents spoke to the inspector in the nursery and on the telephone.
- The inspector held meetings with the nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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