

Inspection of Kettering Childcare

Ground Floor, The Time Complex, School Lane, KETTERING, Northamptonshire
NN16 0DH

Inspection date: 14 June 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happily, and confidently say goodbye to their parents. Children are safe because staff are vigilant in their supervision during play. Children begin to understand how to keep themselves safe. Children are reminded by staff about how to use equipment safely and not running indoors. Children behave very well. They know what is expected of them because all staff have a consistent approach and clearly explain why certain behaviour is not safe.

Children respond to the high expectations staff have for them. Staff actively promote children's increasing independence. Toddlers follow staff's lead to plant seeds in compost and independently go to wash their hands. They use soap and rub their hands vigorously under the water. Pre-school children are confident to use spoons and tongs to serve their own food at lunchtime. Children access the 'self-care station' and look in the mirror to see if their face is clean. They brush their hair and use tissues to clean their noses.

All children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND) take part in a wide range of activities. They are keen to learn and join in with sensory experiences, such as squeezing citrus fruit and exploring the textures of sand and shaving foam.

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

- The manager has successfully implemented changes that have improved staff practice and have helped staff to feel valued. A focus on supervision and staff's professional development and training has a positive impact on their confidence and understanding of how to promote children's learning. This results in all children receiving high-quality interaction from staff during their play.
- Staff work closely with parents to find out about the experiences children have at home. They take account of this information when planning which enables them to successfully broaden children's experiences as some children have fewer opportunities for outdoor play. They learn about the natural world as they plant seeds and fill a watering can, pouring it over to water them. Children develop their physical skills as they play skittles, learn to catch balls and build structures using large construction toys.
- Staff help children learn to play together and to respect one another. They talk to children about sharing and taking turns. One-to-one support for children who have SEND is effective in enabling them to take part in all the activities. Children are learning to manage their feelings and develop secure attachments and friendships.
- Since the COVID-19 (coronavirus) pandemic, the management team have made changes to the arrival times for the children. These are now staggered so

parents do not all arrive at the same time and they use one of the entrances to the building that crosses the outside play area. However, this arrangement sometimes results in pre-school children's play and learning being disrupted because they have to tidy away and go inside during these arrival times.

- Staff know children well and plan an interesting range of activities. Children are curious and show a positive attitude towards their learning. They listen to staff as they talk to them during activities. Staff ask children about how the juice smells when they squeeze fruit. Children learn about how colours mix and change when they use felt tip pens on kitchen paper and watch how the colours seep out when they put it in water.
- Staff plan small group times for children that include discussions and stories to help develop their speaking and listening skills. However, occasionally, these group times are not effectively planned to fully support all the children who are involved. This results in some children becoming distracted and losing interest.
- Partnerships with parents are, generally, good. Parents speak mostly positively about their child's experience at the nursery and say that the staff provide them with information about their care routines and activities. Management and staff work closely with parents. They try to help parents understand the value of experiences, such as water and messy play and how these contribute to their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand how to keep children safe and protect their welfare. They work well with other professionals; they know what to do if a child may be at risk of harm and how to report any concerns. The nursery environment is safe. Effective risk assessments are in place. Swift action is taken to address any health and safety issues that occur, and this contributes to children's and staff's safety. Checks are made during the recruitment of new staff to ensure they are suitable to work with children. Existing staff make regular declarations to confirm their ongoing suitability.

What does the setting need to do to improve?

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

- review the organisation of arrival procedures to ensure that activities outdoors can continue uninterrupted to fully promote children's focus on their learning
- focus more precisely on the planning of small group activities to ensure that all children can take part in a meaningful way.

Setting details

Unique reference number	EY537792
Local authority	North Northamptonshire
Inspection number	10132113
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	1 to 4
Total number of places	47
Number of children on roll	60
Name of registered person	SJS Childcare Limited
Registered person unique reference number	RP535080
Telephone number	07870640866
Date of previous inspection	14 November 2019

Information about this early years setting

Kettering Childcare was registered in 2016 and is managed by a limited company. It is situated in Kettering, Northamptonshire. The nursery employs seven members of childcare staff. Of these, six hold early years qualifications at level 2 and 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Eastwell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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 inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The manager and inspector completed a learning walk together.
- The inspector held meetings with the nursery manager, the operations manager, the deputy manager and with one member of staff. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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