

Inspection of Kiddycare Day Nursery Limited

Station Lodge, Station Road, Burstwick, Hull HU12 9JG

Inspection date: 21 June 2021

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 know they are valued and cared for in this welcoming and happy environment. Staff greet children with a cheery 'good morning' as children arrive. Children enter the nursery with big smiles on their faces, ready for their learning to begin. Children's love of books is fostered through the skilful ways that staff bring stories to life. They eagerly join in with a story about a bear hunt. Children excitedly move around the outdoor environment. They laugh and giggle as they pretend to 'swish' through long grass, 'splash' in the river, and 'squelch' through mud.

Babies learn that they are important as they understand their individual needs will be met. Babies know that when they lift their arms up, staff will recognise that they need a cuddle. Babies have expressions of contentment on their faces as they happily snuggle into the arms of staff. This shows that babies are happy, secure and well settled. Babies show their pleasure at learning to take measured risks outdoors. They laugh as they climb up and slide down small outdoor equipment. Staff say, 'You can do it, you can climb up,' as they encourage babies to try for themselves. This helps babies to develop confidence and a can-do attitude to learning.

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

- Children confidently design their own play as they experiment with cars and guttering. Children work together and use positional language as they play. They talk about placing the guttering higher to make the cars go faster, and the guttering lower to make the cars slow down. Children jump up and down with delight and shout, 'I did it, look, I did it,' as their cars go down the guttering. Their faces glow with delight as staff clap in celebration of their achievements.
- Staff promote children's communication skills well. They connect words to movements to develop younger children's vocabulary. For example, as babies mark make with brushes and water, staff encourage them to 'reach up higher' and 'paint down to the floor'.
- Children learn to understand how their behaviour can impact on others. Staff gently explain to younger children about sharing and taking turns. Older children are happy to wait their turn until resources become available.
- Parents are very complimentary about the nursery and the learning opportunities that are provided for children. They praise the support given by the manager and staff throughout the time the nursery was closed due to the COVID-19 (coronavirus) pandemic. Parents emphasise the value to their children and themselves of maintaining contact through online communication.
- Children happily chatter together as they water the vegetables and herbs they have planted. They fill their own watering cans and talk about plants being

'thirsty' and needing to have 'lots of water to drink'. This helps to develop children's understanding of how to care for the natural environment.

- Older children naturally bring numbers into their play. They work together as a group, searching around the nursery to collect objects of certain colours. Children then count the number of objects they have gathered. However, staff do not use children's play and routines effectively to further develop children's understanding of numbers and counting.
- Staff make ongoing assessments of children's achievements. Consequently, they know the children well and understand their developmental needs. For example, as children make their own parcels, they fold paper around boxes and learn to cut adhesive tape and make bows with string. Staff describe how this activity will help to develop children's finger muscles and aid their pencil control in preparation for their transition to school.
- The nursery has adapted daily routines, in view of the COVID-19 pandemic, to ensure the good health of children. Drop-off and collection arrangements have been altered so that parents no longer come into the nursery and additional cleaning measures have been implemented.
- The manager values everyone's contribution to the nursery and places a strong emphasis on the staff's well-being. All staff are involved in reflecting on the nursery and planning for changes to improve. For example, they plan to source more natural materials to further encourage children's curiosity.
- Children with special educational needs and/or disabilities are supported very well. Staff have established highly effective partnership working with other professionals. They share information, which helps to provide a consistent approach to children's care and learning. Additional funding is used well to support vulnerable children.
- At times, the noise level in some parts of the indoor space makes it hard for children to hear and concentrate. This means that children do not always get the best learning experiences from their play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extremist views. The manager and staff ensure that the premises are secure at all times and any potential hazards to children's safety are identified and minimised. Robust policies and regular staff training strengthen all aspects of safeguarding practice. Risk assessments and policies have been updated to include necessary extra measures put in place due to the COVID-19 pandemic.

What does the setting need to do to improve?

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

- support staff to develop consistency at using numbers and counting during children's play and routines
- help staff to consider the impact of noise levels on children's learning.

Setting details

Unique reference number	EY557178
Local authority	East Riding of Yorkshire
Inspection number	10175133
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 4
Total number of places	26
Number of children on roll	45
Name of registered person	Kiddycare Day Nursery Ltd
Registered person unique reference number	RP557177
Telephone number	01964 623820
Date of previous inspection	Not applicable

Information about this early years setting

Kiddycare Day Nursery Limited registered in 2018. The nursery employs nine members of childcare staff. Of these, one holds a qualification at level 6, one holds a qualification at level 4, three hold qualifications at level 3, two hold qualifications at level 2, and two staff are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am to 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager and the inspector had a learning walk together. They observed activities in both the indoor and outdoor learning environments used by children.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. The inspector looked at children's records and a range of other documentation, including policies and procedures.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke to parents at the nursery and on the telephone and took account of their views.
- Staff qualifications and evidence of the suitability of all those working in the nursery were checked by the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021