

Inspection of Kid Ease at County Hall

Kidease Day Nursery, 41 Harriet Court, NORWICH NR1 2DG

Inspection date: 17 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children have adapted well to the COVID-19 (coronavirus) safety practices. For example, parents now leave children with staff at the entrance rather than going into the rooms. Children and babies arrive happily, and they show that they feel safe and secure. Babies form close emotional attachments to their key person. They enjoy cuddles and reassurance, which successfully boosts their self-esteem. Older children make friends, and they enjoy their play with each other. They are confident to approach visitors to the setting and are keen to invite them to share in their experiences.

Outdoors, children have good opportunities to build their physical skills and to take appropriate risks as they play and explore. Toddlers eagerly jump in muddy puddles, and older children swing on the rope swing. They enjoy interactions with adults, such as playing hide and seek and building a 'rickety bridge' with tyres and crates. Staff talk about staying safe, and they are close by to provide support, when necessary. Indoors, two-year-old children concentrate for extended periods as they explore dough. They show delight as they 'hide' a range of items, such as shells, golf tees and pretend eggs, in the dough.

Children are supported to behave well, and any unwanted behaviour is managed quickly and sensitively by staff. Children show an awareness of right and wrong, and they are beginning to manage their own feelings and behaviour. They respond well to the consistent praise they receive from staff. Children develop good social skills, and they know that it is positive to share toys.

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

- Staff have all worked hard since the last inspection to address the weaknesses identified. For instance, they have reviewed and made changes to the environment in the 'Apples' room to benefit the children. Staff have attended a range of training experiences to help develop their teaching skills and to enhance their knowledge. They are confident to implement new ideas to contribute to the setting's continued development.
- Babies experience good continuity in their care routines. Staff speak to parents regularly to make sure that they are kept up to date with any changes to children's sleeping, feeding or toileting needs. They make sure parents are well informed of their child's experiences at the setting.
- Staff make regular assessments of children's achievements, and they use this information to plan further activities. Children experience a broad curriculum which, in the main, builds successfully on what they already know. Effective support is put in place for those children in receipt of additional funding.
- Children look at books for pleasure. They independently select age-appropriate

books, and they eagerly listen to staff when they read to them. Staff use props and read with good expression that holds children's attention. Older children become involved in their favourite stories, joining in with and anticipating words and phrases.

- Staff provide children with a good range of resources that promotes children's natural instincts to explore. Overall, staff are clear about what they want children to learn. However, there are times when the learning intentions of activities are not matched effectively to children's ages and abilities. However, some staff particularly those working with the younger babies, adapt activities to meet children's needs. For instance, staff make 'sand' using crushed and ground-up breakfast cereals so that the babies can safely explore using a range of senses.
- Partnerships with parents are well established, and these help to ensure good continuity in children's care and education. Parents comment positively on the setting, particularly highlighting the outdoor area and how staff have offered a great deal of support for them as a family.
- Staff understand the importance of promoting younger children's communication and language skills. They speak clearly to babies and toddlers, and they introduce new words to their vocabulary. However, sometimes, staff's teaching does not reflect the needs of children whose communication and language development requires further support. For example, at times, children are not given enough time to think and to respond to staff's questions.
- Children follow routines, such as at snack time and lunchtime. They eat healthy and nutritious food in a calm and relaxed environment. Staff actively encourage children to use good manners and to have a go at using cutlery correctly.
- Staff benefit from regular supervision meetings. These help the manager to monitor staff performance, to support their well-being and to encourage their professional development. Staff share that they are well supported by the manager.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to recognise and respond to any concerns about children's welfare. They are alert to issues that may have an impact on children's overall well-being. The manager ensures that staff are kept up to date with local child protection procedures. This means that staff also understand the action they must take if they are concerned about the conduct of the manager or a member of staff. The management team follows safe recruitment procedures and completes ongoing checks to ensure staff's suitability to work with children. The premises are safe and secure. Staff understand their responsibilities to complete checks of the environment to ensure they keep children safe.

What does the setting need to do to improve?

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

- focus support and coaching for staff on helping them to fully understand how to sequence the curriculum
- seek opportunities for staff to follow the identified approaches in helping younger children to respond and to develop their speech more rapidly.

Setting details

Unique reference number	EY276220
Local authority	Norfolk
Inspection number	10147301
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 5
Total number of places	61
Number of children on roll	62
Name of registered person	Kid Ease Limited
Registered person unique reference number	RP905544
Telephone number	01603 760106
Date of previous inspection	13 February 2020

Information about this early years setting

Kid Ease at County Hall registered in 2004. The setting employs 10 members of childcare staff. All staff hold relevant early years qualifications, including one at level 6 and one at level 4. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- This was the first routine inspection the provider 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 the evaluation of the provider.
- The inspector, the manager and the Head of Childcare completed a learning walk together to understand how the early years provision and curriculum are organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views with the inspector in discussion, and the inspector took these into account.
- The inspector spoke to staff at appropriate times during the inspection.
- A meeting was held with the manager and the Head of Childcare. This included the review of relevant documentation, including evidence of staff suitability.

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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