

Inspection of Town & Country Kiddies

48 James Street, Louth LN11 0JW

Inspection date: 4 August 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children show positive relationships with staff. They are happy to involve staff in their play, for example, when they pretend they are going on holiday. Children talk to staff about where they are going, such as to America. Children demonstrate that they feel safe and secure. They play cooperatively with others and learn to take turns. An example of this is when children share scoops and bowls when they use flour, water and glitter to make 'gloop'.

Children are keen to follow their interests. Babies choose what tools they want to use to explore the texture of paint. For instance, they use plastic flowers, forks and sponges and investigate the marks they can make when they use these. Children develop their physical abilities. Younger children use furniture and the support from staff to move from sitting to a standing position, helping to develop their strength. Older children walk along the edge of tyres in the nursery garden, testing their balance and coordination. Staff know children well and their abilities. They extend children's understanding of the objects they play with. For example, when two-year-olds use a spoon to scoop water in to a container and say 'spoon', staff say 'big spoon'. Younger children learn the names for different parts of their bodies. For example, when they join in with a rhyme and touch their head, shoulders and knees.

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

- When children first start attending the nursery, staff gather information from parents and carers about children's daily routines at home. Staff use this knowledge to support babies' emotional well-being when they sleep in the nursery. Staff have moved a cot from the sleep room in to the baby room. This provides babies with opportunities to be with staff and other children when they go to sleep. This promotes the same routines that children experience at home.
- Staff use their good knowledge of children to help provide opportunities to enhance the experiences they receive at home. An example of this is to provide children with plenty of opportunities to explore the texture of sand. Some children have not had these experiences previously, such as going to the beach, due to the COVID-19 (coronavirus) pandemic. When children play in the sand outdoors, they take off their shoes and socks. Older children jump in to a hole in the sandpit and say 'bury everyone's feet'.
- The manager tracks the progress that groups of children make. This helped her to identify that children needed further support with their communication skills. From this, the manager supported staff through relevant in-house training. This helped staff to develop their understanding of how to encourage children's speaking skills, such as to use simple repetitive words when they speak to babies. An example of this is when younger children reach to catch bubbles that

float in to the air. Staff say 'pop pop pop' and children copy.

- Staff help children to learn skills they need in preparation for their move on to school. They encourage children to be independent. For example, children wipe their nose with a tissue and then put the tissue in the bin.
- Parents and carers see photographs of their children playing in the nursery. Staff talk to parents and carers about activities their children have enjoyed. However, staff do not support all parents and carers to continue their children's learning at home.
- Staff praise children for showing positive behaviour. For example, when two-year-olds say 'excuse me', staff give them praise and say, 'that is good manners, well done'. When children put a toy telephone in the role-play area, staff say 'thank you for putting the phone back'. This contributes to children's understanding of what is expected of them.
- The manager and staff team provide good quality care and learning experiences for children with special educational needs and/or disabilities. They work with other professionals to support children's individual needs.
- Occasionally, staff do not help younger children to build on their knowledge and understanding. For example, during an adult-led activity, staff did not support planned aspects of mathematics or fully engage quieter children.
- Staff make daily routines enjoyable for children. For example, they sing songs when children tidy away toys and wash their hands. This encourages children to complete tasks.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection issues. This includes the signs and symptoms of abuse and neglect and children being drawn into extreme views and beliefs. Staff are aware of the procedure to follow if they have concerns regarding a child's safety or a member of staffs' behaviour with children. The manager ensures that all adults working with children have the necessary checks in place. This means that only suitable people work alongside the children, promoting their safety. Staff complete risk assessments in the rooms where children play and ensure that it is clean and tidy. This helps to provide a safe environment for children to play in.

What does the setting need to do to improve?

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

- help staff to support all parents and carers to continue their children's learning at home
- strengthen staff's delivery of adult-planned activities to include all identified learning intentions.

Setting details

Unique reference number	EY551547
Local authority	Lincolnshire
Inspection number	10174357
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	73
Number of children on roll	84
Name of registered person	Town And Country Nursery Limited
Registered person unique reference number	RP551546
Telephone number	01507606000
Date of previous inspection	Not applicable

Information about this early years setting

Town & Country Kiddies re-registered in 2018 and is situated in Louth, Lincolnshire. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, two at level 2 and one who holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how she implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Feedback from parents and carers was gathered through discussions and the inspector 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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