

Inspection of Kidz Day Nursery Middleham

Middleham C Of E Aided School, Park Lane, Middleham, Leyburn, Yorkshire DL8
4QX

Inspection date: 17 September 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 are cared for in a welcoming and exceptionally well-resourced environment. Older children hurry excitedly into the nursery. They respond to staff's cheery welcome with beaming smiles, eager for their day to begin. Most babies separate well from parents. They contentedly hold out their arms towards a member of staff. For those babies who are less sure, staff offer warm hugs and comforting words. This helps babies to feel safe, secure and settle quickly into the nursery. Children have tremendous fun as they lead their own learning. For example, children fill pipettes with water and squeeze them to make patterns on the floor outdoors. Children laugh delightedly as they squirt small balls with water and watch as the balls move. Children readily play together and work as a team to achieve their goals. For example, children discuss who will pour water down the tubes, and who will hold the boats to catch the water.

Staff have high expectations for all children. Babies delight in practising their developing skills. They work out how to make vehicles move and spend time pushing trucks backwards and forwards. Babies smile with delight and happily accept the praise given by staff in recognition of their achievements. Toddlers show excellent problem-solving skills. For instance, they try to scoop pasta but the pasta moves as they scoop. Toddlers concentrate as they realise they can pick the pasta up with their fingers and put it onto the scoops. Children who missed being in the nursery because of the COVID-19 (coronavirus) pandemic, have readily adjusted to returning to nursery and their development is flourishing.

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

- Staff know children well and understand their developmental needs. For example, they plan many different ways for children to practise their mark-making skills. Staff encourage children to use chalk on wall boards and on the ground outside. Staff describe how this activity will help to develop children's finger muscles, to help children to later hold a pencil when they go to school.
- Staff skilfully support children's physical development. They provide opportunities for children to try things themselves, such as negotiating steps in the outdoor area. For example, babies work out how to put their hands on the steps before lifting their legs up. They give huge beaming smiles and are extremely proud of their achievements. Older children step in and out of large tyres. They know to take care not to bump into others and carefully navigate the space around them. Older children demonstrate that they have a respect for others and a good spatial awareness.
- Staff support children with special educational needs and/or disabilities very well. They know to work in close partnership with a wide range of other professionals to ensure that children and their families get the support they

need.

- Staff teach children good hygiene practices. For example, as children wash their hands they tell staff they are 'washing the germs away'.
- Children's develop a love of books. Staff read stories with enthusiasm and skill. They use different tones of voice, give children time to listen to what has been said, and encourage children to look at the pictures and ask questions. Babies show their developing imagination skills as they pretend to read books to soft toys.
- Children are provided with healthy snacks and cooked lunches. However, staff do not use mealtimes as opportunities to further develop children's understanding of keeping themselves healthy. For example, they do not consistently support children to learn about different foods and make healthy choices in what they eat.
- Parents praise the nursery. They applaud the support given by the management team and staff throughout the period of time when children did not attend, due to the COVID-19 restrictions. Parents value staff continuing to contact themselves and their children through online communication.
- On occasions, staff do not use mathematical language consistently across the nursery. This means that some children are not supported to gain a good depth of understanding of mathematics, in particular of numbers and counting.
- The management team and staff are proud to be a part of this vibrant nursery. Strong teamwork and shared high aspirations for the children are at the heart of everything staff do.
- The management team appreciates the advantages of working with other professionals to develop a stable approach to children's care and learning. Exceptionally strong links are in place with the local school to enable smooth transitions for children's future learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues. They have a secure understanding of the correct procedure to follow if they have concerns about a child. Staff have a good understanding of wider safeguarding issues. The manager has robust recruitment and vetting procedures in place to ensure that staff are suitable to work with children. She uses staff's recruitment, induction and ongoing supervision sessions to make sure that all staff are suitable to work with children. Staff teach children to keep themselves and other children safe. For example, when children want to play with a ball, staff encourage children to think about where they can play away from other children.

What does the setting need to do to improve?

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

- plan more opportunities to help children to develop an understanding of making healthy choices in what they eat
- support staff to develop consistency in developing children's mathematical skills in using numbers and counting.

Setting details

Unique reference number	EY563308
Local authority	North Yorkshire
Inspection number	10194267
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 8
Total number of places	15
Number of children on roll	53
Name of registered person	Kidz Day Nursery Ltd
Registered person unique reference number	RP533823
Telephone number	01969622833
Date of previous inspection	Not applicable

Information about this early years setting

Kidz Day Nursery Middleham registered in 2019. The nursery employs seven members of childcare staff. Of these, one holds a qualification at level 6, three hold qualifications at level 5 and three hold qualifications at level 3. It opens all year round from 7am to 6pm, Monday to Friday. 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 provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the setting.
- The manager and inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector along with a range of other documentation, including policies and procedures.
- Evidence of staff's qualifications and the suitability of all those working in the setting were checked by the inspector.
- The inspector spoke to 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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