

# Report for childcare on domestic premises

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Inspection date: 7 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are well supported by staff and develop a positive attitude to learning. They become independent through repetition during the daily routine, such as putting on their coats before going out in the garden. Children wash their hands before they eat their food and wipe their face afterwards. However, the arrangement for mealtimes is sometimes less well organised. Children learn to share and take turns with the toys. This helps them to learn some of the skills they need for when they move on to school.

Children enjoy participating in a variety of activities with their friends that promote their physical development. They have fun making play dough, which helps strengthen the muscles in their hands. Children twist the lid off the food colouring and squeeze it into the dough. On occasions, the implementation of some planned activities is less successful and not all children are fully engaged. Children are supported by staff in taking risks during their play. They build a mountain made of tyres, and use this to balance and jump. Children confidently pedal bicycles, while pretending to deliver pizza. Children splash around in the water. They lift bubbles out of the bowl and transport them with a ladle to the pan. Children concentrate as they pour sand from one container to another. They learn mathematical and positional language, such as 'big' and 'small' and 'under' and 'over'.

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

- Staff plan and provide a broad range of activities to support children's learning across all areas of the curriculum. Planning is generally successful. Although, on occasions, the organisation of some of the activities provided does not ensure that all children fully benefit from the learning experience.
- Children are beginning to learn about themselves and their family. They look in the mirror at their face to talk about what they see and read stories about different families. However, there is less focus on helping children to learn about their own culture.
- Staff gain keywords from parents of children who speak English as an additional language. This helps them recognise when children say those words in the environment. Staff support children's language development by reading stories and singing songs to the children. Staff engage positively with the children during their play, describing what they are doing. This helps children to link actions to words and learn new vocabulary. For example, when children are playing with the dough, they learn new words such as 'stretch' and 'squeeze'.
- The provider encourages staff in their professional development. For example, staff who have completed a recent Makaton course, use this to support children's language development during their play. The provider implements regular supervision and provides a mentor for new staff to give them support.

There are good links with local schools. Staff share information about children's development when they are due to transfer to school to help children settle.

- The staff work in partnership with parents. Parents are updated on their child's day on collection. In the arrival area, details of the staff, their qualifications, and the registration certificate is available for parents to view. The provider is currently reviewing the information she gives to parents, in particular about how they can support their child's learning at home.
- Staff support children's personal, social and emotional behaviour well. Staff recognise that some children have had no contact with others during the COVID-19 (coronavirus) pandemic and they may take longer to settle. Staff reassure children to support their emotional well-being and show delight when they observe children who are settling, fully engaged in their play.
- Staff help children to manage their own behaviour and to learn right from wrong. Staff are good role models. They praise children to promote their positive behaviour, for example when they share the bike or persist in trying to put on their shoes independently. Children follow simple instructions and help to tidy up the toys.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to protect children and keep them safe. They understand their duty to report any child protection concerns and the procedures to follow. Risk assessments are undertaken on the areas and the equipment used by the children, to remove or minimise any hazards identified. For example, staff supervise children well and check them as they sleep. Clean bedding is provided for cots and mattresses the children use. The provider meets their legal duty by notifying Ofsted of all adults living or working on the premises. This enables Ofsted to complete the required checks to assess suitability.

## What does the setting need to do to improve?

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

- ensure the organisation of mealtimes meets the needs of the children and enables staff to provide support during this part of the daily routine
- extend the opportunities for children to learn about their own culture through planned activities
- ensure all staff are clear on what they want each child to learn from the planned activities to maximise the learning opportunities provided.

## Setting details

<b>Unique reference number</b>	EY460380
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10207513
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	21
<b>Registered person unique reference number</b>	RP511202
<b>Date of previous inspection</b>	12 September 2016

## Information about this early years setting

Kids Club 2001 forms part of the Kids Club 2001 limited company. It opened in 2013 and operates from a residential house in Shepperton, Surrey. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. The provider employs four staff, all of whom hold an early years qualification.

## Information about this inspection

**Inspector**  
Maria Conroy

## 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 provider and has taken that into account in their evaluation of the setting.
- The inspector spoke to staff and children during the inspection at appropriate times.
- The inspector conducted a learning walk with the nursery manager to discuss how they decide what children already know when they arrive and how they provide learning opportunities to support the skills children need to learn.
- The inspector sampled documentation such as first-aid certificates and children's information.
- The inspector spoke to parents to gain their views on the setting.
- A joint observation was carried out during the inspection to find out the manager's view of staff interactions with the children and to discuss professional development.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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