

Inspection of Ketton Early Birds

Church Walk, Kedington, Haverhill, Suffolk CB9 7QZ

Inspection date: 12 November 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children who could not attend during the COVID-19 pandemic restrictions are eager to return and settle back into pre-school activities. They adapt well to the drop-off arrangements, which were revised due to the pandemic. Children develop close attachments to the warm and enthusiastic staff. This contributes to their high levels of self-esteem and strong sense of belonging.

Children demonstrate a positive attitude to learning and their behaviour is good. They share toys and often show kindness and consideration for others in their play. Children's physical skills develop well. They learn to run at a slower pace to avoid obstacles when playing a chasing game outdoors. Older children are keen to find out how things work and test out different ways to create a waterfall.

Children with special educational needs and/or disabilities (SEND) respond well to the attentive support provided by staff. They show that they feel safe as they begin to widen their interactions with others. Children know where to find the toys and activities that interest them the most. This encourages them to make choices and concentrate on tasks for longer periods of time. For example, children with SEND show increasingly high levels of focus and attention when exploring books featuring familiar animals.

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

- Leaders and managers are reflective and make changes to improve practice. Following a recent incident, the manager has actioned a new procedure to ensure all children arrive safely when collected from school. The risk assessment for school collection times has been reviewed and new safety measures put into place. This ensures children's safety.
- Staff have high expectations for children and support their learning well. Managers know what they want children to learn, and staff are clear about what they are teaching children. For example, staff skilfully weave mathematical concepts into daily routines, such as counting out the pieces of fruit when children help themselves to a snack.
- Managers swiftly identify when children are falling behind in their communication and language. Staff engage children in meaningful conversations throughout the day and help them to communicate their ideas. For example, staff ask children to describe what they are doing while exploring the tray filled with water. They introduce new words, such as 'experiment' and 'pipette', to extend children's vocabulary.
- Children are encouraged to follow their own creative ideas to the full. For example, staff are relaxed when children show an interest in splashing and splattering paint, offering larger sheets of paper and tools such as sponges. This

inspires children to explore colour-mixing and printing with their hands.

- Children's health and well-being are promoted well. Staff give clear messages to children and their parents about the importance of physical play, good oral hygiene and limiting time spent in front of screens. Children benefit from healthy and nutritious snacks and know which foods are healthy. They delight in being active outdoors in the fresh air during most of the session.
- Parents are extremely happy with the setting and feel fully informed about their children's progress. They appreciate how the staff kept in touch with them when the setting was closed due to the COVID-19 restrictions. Parents welcome opportunities to attend training courses with their child's key person. These help support even stronger continuity in care and learning for children, including those with SEND.
- Staff help children to learn how to care for themselves. They make sure two-year-old children can access handwashing and toilet facilities easily, particularly when they are worried about using the toilet independently. Staff are good role models. They get involved in tasks, such as tidying up, to help motivate children to join in. This helps to enhance children's strong sense of responsibility.
- Some focus is given to ensuring children access resources that reflect the diversity of life in modern Britain and the wider world. For example, children explore photographs of buildings from different countries, before talking about how they are similar or different to their own house. Managers recognise that staff do not have regular opportunities to reflect on their awareness of gender stereotypes and how this may affect children's experiences.

Safeguarding

The arrangements for safeguarding are effective.

Managers follow robust recruitment and induction procedures to help ensure that those working with children are suitable to do so. They speak to staff regularly to check there are no changes that could have an impact on their ongoing suitability. Staff have a good understanding of the possible signs and symptoms that may indicate a child is at risk of harm. Furthermore, they know when it is appropriate to refer a concern on to relevant safeguarding agencies. Staff are aware that children have been exposed to more online activities during the COVID-19 pandemic. They provide information to parents about how they can make sure devices are set up safely for children at home.

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 extend opportunities for children to challenge stereotypical behaviours and learn more about similarities and differences in people and communities.

Setting details

Unique reference number	EY539983
Local authority	Suffolk
Inspection number	10214062
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 10
Total number of places	28
Number of children on roll	79
Name of registered person	Ketton Early Birds
Registered person unique reference number	RP539982
Telephone number	01440 709666
Date of previous inspection	6 December 2018

Information about this early years setting

Ketton Early Birds registered in 2016. It is situated in Haverhill, Suffolk. The setting employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. A pre-school session operates from Monday to Friday during school term time. Sessions are from 8.40am to 3.10pm. The setting also offers a breakfast club, from 8am to 8.40am, and after-school session, from 3.15pm to 5.45pm. During school holidays, a holiday club operates from 8am to 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sarah Clements

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 manager, deputy manager and inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views with the inspector in discussion and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working at the setting.

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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