

Inspection of Kiddi-Creche Private Day Nursery (The School House)

51 Cottingley New Road, Cottingley, Bingley, West Yorkshire BD16 1TZ

Inspection date: 25 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy warm, responsive relationships with adults who know them well. When they become upset, adults notice and reassure them. This means they can quickly settle and happily return to play. When a baby holds out their hand, adults know they want to give a 'high five' because they know they are learning to do this at home.

Babies concentrate for long periods of time, exploring a tray of oats. They use spoons to fill containers and see what happens when they pour the oats through a funnel. Skilled adults repeat key words, such as 'scoop', 'pour' and 'sprinkle', to develop children's communication and language skills.

Older children decide to create their own chairs using wooden building blocks. Adults support them to think about what they will need. They compare their chairs with the ones at home and in the setting. This helps them to develop their knowledge and understanding of the world, and learn what makes them unique.

In response to the COVID-19 pandemic, the provider now allows small groups of parents to enter the setting at the beginning or end of the day. Parents do not enter the building at lunchtime. This is to reduce the risk of the spread of infection at busier times. The provider has increased other forms of parent communication, including telephone discussions and video recordings of children's activities, such as the nativity play. Parents say that this means they still enjoy good communication with the setting and their child's key person.

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

- Leaders and staff have a clear vision for what children need to learn. They work closely with parents and use observations to find out what children know and can do. They plan activities that enable children to make good progress in all areas. Staff help parents to share their child's learning at home. For example, they provide a bag to collect autumnal objects, and phonics activities.
- Children make good progress in their communication and language. In the baby room, adults use short, simple sentences and repeat key words. This develops children's vocabulary. Older children talk confidently and have complex conversations. For example, a child asks an adult if they can juggle, demonstrating how to move their arms and telling them how their daddy juggles.
- Younger children explore early mathematical concepts by filling and emptying different-sized containers. Adults count 'one, two, three' as children climb the steps of the slide. Older children count how many scoops of oats they add to a measuring cylinder. Staff support them to predict how many they will need to fill

it. They begin to write numerals and complete simple addition using a calculator. On some occasions, less-confident children are not fully supported to join in all group activities.

- Children are supported to be physically active both inside and outside. Toddlers persevere when carrying a heavy watering can to water the trees. Older children create an obstacle course, using tyres and wooden blocks. They run across the course, developing their balance and coordination skills. Adults provide play dough and large-scale mark-making activities. They understand that children must develop their muscle strength, coordination, and small-muscle skills before learning to write.
- Children behave well and respond to instructions promptly. Children and adults show respect for each other. They work together to tidy up before lunch. An adult thanks children and rewards them with a sticker. A child says 'thank you for the sticker' and the adult responds, 'You're very welcome, thanks for tidying up'.
- Adults use daily opportunities to promote children's good health. For example, children explore empty bottles in the creative area. They talk about the different smells of the shampoo, laundry liquid, and mouthwash containers. An adult prompts them to think about who uses mouthwash and what it is used for. This leads to a detailed discussion about children's own oral hygiene.
- Staff promote children's independence skills. They remind children to wipe their noses and wash their hands. Children sing the 'Wash, wash, wash your hands' song to make sure they wash for a long enough time. Children set the table for mealtimes and scoop pasta onto their plates from a serving dish.
- Leaders are committed to improving the quality of care and education for children. They have met the actions raised at their last inspection. They help staff to improve by regularly observing practice through training and supervision discussions. However, targets for staff development are not focused sharply enough on helping them to raise their teaching practice to the highest standard.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of a range of safeguarding issues. They know about possible signs and symptoms of abuse and are able to identify children who may be at risk of harm. The provider has several designated lead practitioners for safeguarding, who provide support and advice to staff. They know what to do, in line with local safeguarding partnership procedures, if they had concerns that a child might be being abused. Rigorous processes are in place to ensure the suitability of staff working at the setting. The provider understands what to do if an allegation is made about a member of staff.

What does the setting need to do to improve?

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

- strengthen the arrangements for professional development to provide staff with clear targets so that they can improve their teaching practice even further
- further develop good teaching practices to ensure all children, including those who are less confident, are fully included in every learning opportunity.

Setting details

Unique reference number	302044
Local authority	Bradford
Inspection number	10128354
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	0 to 4
Total number of places	37
Number of children on roll	52
Name of registered person	Kiddi-Creche Private Day Nurseries Ltd
Registered person unique reference number	RP521616
Telephone number	01274/510988
Date of previous inspection	30 September 2019

Information about this early years setting

Kiddi-Creche Private Day Nursery (The School House) registered in 1993. The nursery employs 15 members of staff, of whom 14 hold appropriate early years qualifications at level 3 or above. This includes one member of staff who holds early years teacher status. The nursery opens Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery offers free funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Miall

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 their evaluation of the provider.
- The nominated individual/registered individual and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with a senior member of staff.
- The inspector spoke to several parents and grandparents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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