

Inspection of Big Kids Little Kids Nursery and out of School Club

172-176 Northgate, DARLINGTON, County Durham DL1 1QU

Inspection date: 12 January 2022

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Staff greet children and parents warmly on arrival. This supports children to feel safe and secure. Staff gain information from parents about children's care and learning needs when they start at the setting. This helps staff to develop strong bonds with children, which has a positive impact on children's well-being and emotional development. Children with special educational needs and/or disabilities are particularly well supported at this setting, and staff have high expectations for all children.

Children behave well and staff teach them the importance of being respectful to others, to share and take their turn. Staff help them to develop the social skills they need to play together. Children receive praise for their efforts and achievements. This develops their self-esteem and motivates them to continue to persevere at their chosen task.

During lockdown in the COVID-19 pandemic, staff worked closely with children and parents. They sent regular emails and if parents needed any shopping the provider delivered packs to them. Staff supported parents with any behavioural difficulties that their children displayed and provided resources to help. Ideas for activities were shared on social media and activity packs provided for parents to continue their children's learning at home.

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

- The management team, including the provider, have a good understanding of what they want children to learn and experience at the setting. They understand how children's learning develops over time as they progress through the setting. For example, staff support babies to learn to walk and to reach and grasp toys. Toddler room staff support children with speech and language development and to take account of each other. However, there are occasions where staff do not use the correct pronunciation for some words. For example, they talk to children about a 'nee naw' when an emergency vehicle goes past with its siren on.
- The management make good use of additional funding to ensure children meet their planned targets and make good progress. For example, staff provide one-to-one support for children with special educational needs and/or disabilities.
- Management prioritises staff mental health and well-being. They provide plenty of opportunities for them to not only continue their professional development but to discuss work, life and themselves.
- Children enjoy stories. They snuggle up with staff and listen to their favourite book being read. Children listen closely as staff read stories enthusiastically. Children repeat familiar words, showing they are familiar with the story. This promotes children's listening and literacy skills well.

- Parents are very happy with the care provided to their children and say that their children enjoy attending. They fully appreciate the efforts of staff to support children and their family. Parents comment that staff share information about their children's progress and help them to understand what they can do next to help development at home. They say that the setting is like a family.
- Children have frequent opportunities to learn about the wider community during trips to local shops and parks. Visits have also been made to the local mosque and church, so that children learn about different faiths. They join in with festivals, such as Harvest Festival at the church.
- Children enjoy nourishing freshly prepared meals and snacks with their friends and staff. The provider ensures that children receive a healthy, balanced diet. Staff help young children to learn to eat independently and, as they get older, to help themselves to water when they need to. However, occasionally, good hygiene procedures are not followed. For example, babies' dummies are not washed or sterilised when they fall on the floor, before they are used again.
- Management has a clear vision for the setting. Self-evaluation is effective, and identifies clear intentions for the future. They monitor staff through frequent observation of them working with the children. This means they are able to identify any weaknesses in practice and help staff to raise the quality of their teaching.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding procedures. They know what to do if they are worried about a child's welfare. They understand the procedures to follow should they have a concern about a member of staff or the management team. Staff often refresh their knowledge and understanding through online training. Monthly questionnaires include questions about safeguarding, so that management can assess staff's understanding and whether there are any gaps in knowledge that need to be addressed. Management has robust recruitment and vetting procedures and induction in place to ensure that staff are suitable to work with children. The setting is safe and secure for all children.

What does the setting need to do to improve?

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

- ensure that equipment used for babies is clean and safe for them, such as dummies when they get dropped on the floor
- support staff to develop consistency when modelling language, to help young children to hear and use the correct pronunciation of words.

Setting details

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| Unique reference number | EY280315 |
| Local authority | Darlington |
| Inspection number | 10217900 |
| 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 12 |
| Total number of places | 104 |
| Number of children on roll | 70 |
| Name of registered person | Topoli Leisure Limited |
| Registered person unique reference number | RP523690 |
| Telephone number | 01325461999 |
| Date of previous inspection | 29 September 2016 |

Information about this early years setting

Big Kids Little Kids Nursery and out of School Club registered in 2004 and is based in Darlington, County Durham. The nursery and club employ 15 members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 or above, including the manager who holds early years professional status. The nursery opens from Monday to Friday, all year round except between Christmas and New Year. Sessions are from 7.45m until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynne Pope

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 inspector held discussions with the management team, assessed the effectiveness of the setting's self-evaluation and viewed relevant documents.
- The inspector discussed information received since the previous inspection and assessed the effectiveness of safeguarding at the setting.
- The deputy manager observed an activity with the inspector and discussed how the management team monitors staff practice.
- The inspector spoke to a number of 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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