

# Inspection of Country Kids Day Nursery

Country Kids Day Nursery, Main Street, Kneesall, Newark, Nottinghamshire NG22  
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Inspection date: 15 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show that they feel safe and happy. They have individual characters and demonstrate high levels of confidence. Children express themselves well and welcome staff and visitors into their play. Babies greet staff with open arms and a big cuddle. When toddlers feel a little upset, they are settled by attentive staff instantly. Pre-school children are highly curious about visitors and ask them questions, such as 'what are you writing?'. Children learn to manage their feelings and behaviour through clear guidance and support from staff. Toddlers listen to staff who remind them, 'kind hands please, there is enough for everyone'. This helps children to share toys and resources.

Children of all ages develop a genuine love of books and reading. Babies sit with staff and have one-to-one opportunities to listen to stories. Toddlers show great excitement as they each have a soft toy that relates to the story. Staff encourage them to hold up their character when it appears in the book. Pre-school children become highly involved as they re-enact stories. Staff read the story with expression, which captures children's attention further. Children respond well to staff questioning them to recall what the story was about, demonstrating their good understanding. For example, they remember they 'met an owl when they went into space'. Children gain skills such as listening and attention for the next stage in their learning, including school.

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

- The manager carries out one-to-one meetings with staff to help them to build on their practice and skills. There is evidence of some very strong teaching. However, this is not consistent throughout the nursery. For example, occasionally, some staff do not ensure that the shy, quietly spoken children are always fully involved and engaged in activities.
- Staff demonstrate a good understanding of how children learn. They plan and implement a sequential curriculum based on children's interests and the next steps in their learning. For example, staff encourage babies to pick up scarves and play peekaboo. Toddlers attempt to draw lines and circles on art easels. Staff introduce innovative ways to encourage this, for example singing songs with 'round and round' in the rhyme and demonstrating the movement. Pre-school children learn to use tools safely. For instance, staff show them how to use a peeler correctly when they peel apples for an apple pie.
- Staff are positive role models and give children clear communication to help them know what is expected of them. For example, when children sit on chairs on their knees, staff ask, 'Is that where our bottom should be?' Staff working with babies thank them for helping to tidy up.
- Staff are aware that some parents lead busy lives and that, occasionally,

children do not have the opportunity to slow down and reflect. Staff provide a light, airy and calming environment. Each day, pre-school children have reflection time before lunch. For example, when children lie down with a toy dinosaur on their tummy, staff encourage them to breath in and out to make the dinosaur move. Staff move among the children, quietly telling them what they have done today to make them proud. Children demonstrate a positive attitude to rest and relaxation.

- Staff supervise children well and help them to keep safe by developing their awareness of how to identify and manage risks. For example, staff ask pre-school children about outdoor safety. Children tell staff they must not use the large equipment without an adult present.
- Staff place a sharp focus on developing children's communication skills. They use every opportunity to introduce vocabulary and descriptive language. For example, when toddlers make sandcastles, staff model words such as 'compacted' and 'enormous'. Staff working with babies encourage language through song and rhyme sessions. Babies' lips can be seen moving as they attempt to sing along.
- Staff take advantage of global events to help children learn how to look after the planet. During the recent COP26 summit, staff seized the opportunity to teach children about recycling. Children confidently recall that nappies go in the 'stinky bin', banana skin in the compost bin, and the recycling bin has a green sticker.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection issues. They know how to identify, report and record concerns about children's welfare. Staff have a detailed awareness of modern-day issues, including persons at risk of radicalisation and how to recognise children who may be witnessing domestic abuse. The manager is professionally curious and knows how to escalate concerns to the relevant agencies. The provider and the manager follow safe recruitment procedures. They check on staff's ongoing suitability to ensure that only those adults deemed to be suitable work with children. The manager is fully supportive of staff's well-being and operates an open-door policy. Staff report that they happily approach the manager with their concerns and understand that they will be listened to.

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

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

- help all staff to continue to develop their interactions with children during adult-led activities so that the differing needs of all children are consistently taken into account.

## Setting details

<b>Unique reference number</b>	2564560
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10205587
<b>Type of provision</b>	Childcare on non-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>	0 to 10
<b>Total number of places</b>	47
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Country Kids Day Nursery Kneesall Limited
<b>Registered person unique reference number</b>	2564559
<b>Telephone number</b>	01623 706100
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Country Kids Day Nursery registered in 2019 and is located in Kneesall, Nottinghamshire. The nursery employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, including the manager who holds a level 5 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sharon Alleary

## 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 provider, the manager, room leaders and the inspector completed a learning walk of areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this is having on children's learning.
- The manager and the inspector carried out a joint discussion about a planned activity.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and took account of feedback offered.

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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