

# Inspection of Kids Count Pre-School

Shoreline Church, 9 Morningson Road, Southport, Merseyside PR9 0TS

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Inspection date: 22 April 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children are excited to come to this nursery. On arrival, they run in with beaming smiles and go straight into the welcoming arms of staff. All children benefit from a rich, well-thought-out curriculum. This provides effective and purposeful learning. Children engage in exciting and stimulating activities. For example, they make 'sand soup' outside and discuss healthy ingredients. The children seek solutions to problems they encounter as they add more sand and water, working tirelessly to get the right consistency. They take out unhealthy items added in error and start the cooking from scratch. Staff build on prior learning superbly to enhance this activity. Children are incredibly motivated in play, challenged and eager to carry on.

Children's behaviour is exceptional. They have a high level of regard for their friends, staff and visitors. This is fostered through a relentless drive to promote emotional well-being, kindness and mindfulness. Therefore, children know what they want to do, and they respect the wishes of others. They understand and follow the golden rules and boundaries in every activity. Children have an exemplary understanding of their emotions. They speak to each other about using 'kind words' and 'kind hands', derived from their 'promises board'.

Children are extremely independent. 'Happy helpers' have responsibility for transporting water dispensers while others help set out tables for snack. A child delights in showing his changing routine, as he sets out his own changing mat and one for the teacher to kneel on. Children thrive on responsibility and showing their capabilities.

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

- An inspiring curriculum is in place that builds on children's interests and helps to ensure that all children make excellent progress. Staff skilfully use challenging vocabulary that is expertly taught to each child, and they model all language consistently well. When learning has been remembered by a child, staff extend it further. For example, children speak of a 'volcano erupting fire' and an 'eruption of lava from a volcano'.
- Staff and children have a clear love of books. Group reading is enthusiastic and interactive. Children behave impeccably as they sit in awe and wonder, waiting on every word and ready to offer their thoughts. Children regularly choose books independently. This is a result of a considered approach with books that change regularly and are relevant to activities. For instance, a dinosaur-sorting activity in the garden is paired with a dinosaur book. A wonderful dialogue between children and staff takes place that links the book and the dinosaur play. Children learn more about the dinosaurs' size and features.
- Staff place great value on words children share with each other, by allowing

moments in the spotlight as others listen intently. This is followed by thought-provoking questions to help develop strong communication skills. Staff encourage responses by affording children the time to think. This helps children to work through problems and test out ideas.

- Staff support children to develop an excellent understanding of good oral and physical health. They create exciting ways to engage children and make learning fun. Children learn why cleaning teeth regularly is important and staff teach brushing techniques using real toothbrushes. Staff and children read 'The Very Hungry Caterpillar' and learn which types of food are healthy. Children learn through hands-on experiences, holding up food items and discussing whether they are healthy or not. Drinks are also linked to oral health activities, which strengthens prior learning.
- Children participate in a daily aerobics session to further promote healthy lifestyles. Instructions from staff are followed incredibly well. Children dance, balance and create shapes with their bodies. They sing songs and laugh with joy as instructions and lyrics speed up and slow down. During the activity, staff and children discuss their hearts beating faster and how their breathing has changed. Staff explain this is because their muscles need more oxygen, and the positive impact exercise has on their health.
- Staff skilfully plan activities to broaden the experiences children have. For example, a child demonstrates a keen interest in space. All children learn about planets and their order. Staff model challenging new vocabulary in a sequenced way, building on what children already knew about the world.
- Children learn the characteristics of their own families. Staff plan meaningful opportunities to help children learn about other people and communities. For instance, in the attached church hall, children visit the food bank and speak with volunteers to learn about what they do. They also talk with local pensioners and are enthralled by their stories and experiences. Children are invited to learn about celebrations such as Diwali and Chinese New Year with immersive activities that help them to remember what they have learned.

## Safeguarding

The arrangements for safeguarding are effective.

The managers have exceptional knowledge of safeguarding and how to keep children safe. They have an excellent understanding of signs of abuse. Staff have used their training time and resources to upskill their practice relevant to children of this age. For example, they have undertaken training in early years mental health. The nursery is an environment where children know they can talk to staff and where they feel safe. Staff monitor absences and ensure there are no concerns with family well-being. They know the reporting procedures, including whistleblowing concerns. Children are skilfully taught to manage their own risks when playing indoors and outdoors.

## Setting details

<b>Unique reference number</b>	EY447331
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10233826
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Karen Hughes and Jenny Tasker Partnership
<b>Registered person unique reference number</b>	RP902572
<b>Telephone number</b>	07779617440
<b>Date of previous inspection</b>	13 October 2016

## Information about this early years setting

Kids Count Pre-School registered in 2012 and is situated in Southport, Merseyside. The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 4. The pre-school operates during term time only. Sessions are available Tuesday to Friday from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shaun Wilson

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several 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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