

# Inspection of Kid's Corner Day Nursery

45 Sleaford Road, Metherringham, LINCOLN LN4 3DG

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Inspection date: 11 April 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

Children's safety and welfare are compromised. The provider and staff allow three- and four-year-old children to access the kitchen on their own. This could potentially put children at risk of harm. In addition, children are cared for by some staff whose suitability to work with children has not been fully checked.

Despite these weaknesses, children quickly settle when they arrive. They confidently leave parents at the door to the nursery and are keen to join staff. Children show positive relationships with staff. They put their arms around them and give them a cuddle. Children thoroughly enjoy spending time outdoors. Staff plan opportunities for them to develop their physical skills, such as their balance and coordination. Children walk across the steps on a wooden ladder when it is laid on the grass at one end and propped up slightly at the other. They begin to understand that if they hold out their arms, it helps them to balance. When necessary, they receive support from staff, who offer them a reassuring hand to hold. Children work well as a team. For example, three- and four-year-old children laugh with excitement when they volunteer to help staff to empty a water tray and fill it up again. They show a positive attitude to trying new experiences.

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

- The provider and staff do not have effective risk assessments in place to reduce potential hazards for children. They do not ensure that three- and four-year-old children cannot enter the kitchen on their own where, for example, there are sharp implements. Additionally, children can access prescribed medication, such as asthma inhalers. This does not promote children's safety.
- The provider has not conducted robust recruitment checks for some staff, to verify their suitability to work with children. They have not followed the nursery's policies and procedures for safe recruitment. For example, the provider has failed to seek out references for some staff. This means that the suitability of staff cannot be assured. This potentially compromises children's safety and welfare.
- Staff encourage children to develop a love of books. They sit with children to read stories, showing them the title and images on the pages. Staff ask children to tell them stories. This encourages children to share their favourite books and to recite the stories in their own words from memory.
- Staff provide opportunities for children to learn skills to help them in the future, such as to be independent. For example, staff ask children to help prepare fruit for their friends. Children pour their own drinks and wash their own plates and cups after snack time.
- The manager shares information about children's development and achievements with school teachers, when children move from the nursery to

school. However, when children attend the after-school provision, staff do not find out what children have been learning during their school day. This means that they are not able to complement the learning children receive at school.

- The manager supports staff through supervision meetings. This helps staff to reflect on their practice and to identify further professional development opportunities. Recent training extended staff's knowledge of how to manage children's behaviour. For example, staff talk to children about the 'golden rules', such as to listen to others and to use 'kind hands'. These rules and boundaries are reinforced consistently by staff, to help children to understand what is expected of them.
- Staff plan whole-group activities for children to participate in. They ask one- and two-year-old children to choose toys that represent a nursery rhyme. Children enjoy listening to familiar songs. However, during some planned activities, staff do not always manage to maintain children's focus. For example, staff expect children to sit for long periods of time. Children do not engage in the learning being offered.
- Staff know the children well and plan a balanced range of activities and experiences to support their learning. For example, staff encourage children to be creative and to develop their imaginative skills. Children pretend to make 'chocolate cakes' when they mix together soil and water. They confidently talk about pictures they draw. When one-year-old children draw a circle, they tell staff that it is a lion.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that risk assessments reduce potential hazards for children. Furthermore, the provider does not follow a thorough recruitment procedure to ensure staff are suitable in their roles. This compromises children's safety. However, that said, the manager and staff can identify if children are being exposed to concerns regarding child protection. This includes being able to recognise if children are being drawn into radicalisation or are at risk of female genital mutilation. Staff maintain a hygienic environment. For example, they clean tables before children sit around them to eat their lunch.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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carry out robust risk assessments and take necessary steps to ensure that children are able to play safely and do not have access to potential hazards	12/04/2022
ensure the safe recruitment of staff, so they are suitable to fulfil their roles and responsibilities.	25/04/2022

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

- support staff to find out what children are learning at school, so they can complement the learning children receive
- support staff to consider the organisation of group times, so that all children can make the most of the learning opportunities on offer and remain fully focused and engaged.

## Setting details

<b>Unique reference number</b>	EY456706
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10236027
<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 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Kids Corner Day Nursery LTD
<b>Registered person unique reference number</b>	RP532200
<b>Telephone number</b>	01526 321388
<b>Date of previous inspection</b>	7 December 2016

## Information about this early years setting

Kid's Corner Day Nursery registered in 2013 and is situated in Metherringham, Lincolnshire. The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## 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 manager 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 how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and co-owner of the nursery. She reviewed relevant documentation.
- Parents shared their views of the setting with the inspector.

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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