

Inspection of Kids Create Nursery School

Grange Infants School Annex, Delamere Drive, Swindon SN3 4XE

Inspection date: 8 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children thrive at this warm, friendly and safe setting. Staff are good role models for children and have high expectations for children's behaviour. Children behave very well. They form good relationships with staff and peers. Children are confident to share their views, likes and dislikes. For example, they tell the inspector, 'This nursery is nice. I like my friends and playing. Mostly, I like playing outside.'

Staff encourage children to consider ways to develop their understanding of how to look after themselves, living things and their environment. Children are encouraged to recycle and avoid waste. They learn about the impact on the environment. For example, staff explain how the timer switch on lights helps save electricity. Children confidently seek out each other, staff and visitors to share their experiences. They push over logs to show the inspector where the ants live. Children then excitedly take the inspector to see 'where the squirrels and the birds eat their dinner'. Children care for living things and share what they have learned. For example, they say, 'This is the bird collection, these are the food trays and water and this is a little bird bath. We have birds and squirrels and a robin; they have orange at the bottom of their neck.' Children are engaged and enthusiastic learners and display good attitudes to learning.

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

- Children learn how to keep themselves healthy. Staff encourage children to manage tasks for themselves at lunchtime. Children prepare their own snack, for example buttering crackers and pouring drinks. Children learn how to take good care of their teeth. For example, they brush clay from large model teeth and note how it sticks in between 'like food'. Children have plenty of opportunities for fresh air and exercise.
- Leaders and staff have taken time to consider and develop a broad and balanced curriculum that considers what children need to learn next. Staff know children very well. They can talk confidently about what children already know, what they want them to learn and how they will support this. However, on occasions, the balance between adult-led and child-initiated activities could be strengthened. This would allow children to make more choices and for staff to engage more in child-led play.
- Children learn to recognise and share how they are feeling. They look in mirrors and match their facial expressions to those in photographs. Staff support children to be aware of their feelings, as well as those of others. Children learn to develop empathy for others. Staff extend this to encourage children to consider others less fortunate than themselves, such as children and families living in Ukraine.
- Staff support children's language development well. Staff introduce and explore

the meaning of new words. Children share what they know with the inspector. For example, they say, 'I am making a show about the Queen. It's her Jubilee.' However, the quieter or less confident children could be encouraged and supported even further to speak and develop their language.

- The very experienced manager is highly reflective. She encourages her team to share and engage in professional discussion on areas of new research to benefit children and families. The manager and staff have developed a clear intention of how they will deliver the curriculum. They are making good progress with its implementation. The manager is dedicated to continuous improvement.
- Children are ready for their next stage in learning, including school. Well-established links with local schools are effective and provide continuity for children's future learning. Children show an interest in learning phonics and linking letters and sounds. Staff support children's early literacy development. For example, they choose familiar stories to ensure children join in with repeated refrains and recognise favourite characters. Staff then extend this to encourage children to develop their own story making skills.
- Parents speak highly about the care, friendliness and support offered by staff. Many families have been attending for many years. Parents comment on how well the manager supports them in difficult times, providing professional support and advice. Staff gather children's starting points from parents. They use this information well to consider children's interests, development and next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager is confident in her role as designated safeguarding lead. New staff are inducted well, and the manager follows safer recruitment procedures to ensure all staff are suitable to work with children. Staff can confidently identify the signs and symptoms of abuse and know the process to follow should they have concerns. Staff and leaders know what to do should they have a concern about a member of staff. The manager responds quickly to any concerns raised by staff and/or external agencies. She maintains well-documented chronologies to ensure she shares information. The manager and staff provide a safe environment for children to learn and develop in.

What does the setting need to do to improve?

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

- review further how staff can support the less confident and quieter children to develop their speaking skills as effectively as possible
- consider the balance of planned group activities and those that children choose for themselves to maximise all children's learning.

Setting details

Unique reference number	EY478098
Local authority	Swindon
Inspection number	10076009
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	2 to 4
Total number of places	64
Number of children on roll	50
Name of registered person	Mulcock, Nicola Victoria
Registered person unique reference number	RP513716
Telephone number	07900314334
Date of previous inspection	18 January 2016

Information about this early years setting

Kids Create Nursery School registered in 2014 and operates from within the grounds of The Grange Infants School Annex in Swindon, Wiltshire. There are seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The manager holds a level 3 qualification. The setting is open from 8am to 2.45pm on Monday to Thursday and from 8am to 1pm on Friday, term time only. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gwyneth Keen

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The manager discussed with the inspector what they want children to learn and how they will do this.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the manager carried out a joint observation. They observed how well staff teach children and what they want them to learn.
- The manager spoke to staff and children at appropriate times throughout the inspection.

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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