

Inspection of Country Kids Day Nursery

Sherwood West Childrens Centre, Rainworth Water Road, Rainworth,
Nottinghamshire NG21 0DU

Inspection date: 15 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy. Parents share information about their child with the key person who greets them at the door. Staff tell the parents about what is set up in the nursery and what their child will be learning that day. This helps to promote positive parent relationships. Children feel safe and secure. They confidently leave their parents and enter the nursery. Staff bend down to children's level to talk to them and welcome them in. Children put their belongings away, supported by staff if needed.

Children's ideas and voices are valued. At the end of the morning session, toddlers and pre-school children sit together and the staff encourage them to talk about what they have enjoyed playing with and why. Staff regularly talk to the pre-school children who form the 'nursery council'. They ask them what activities they enjoy and what they would like to be included in the future planning. This encourages children to confidently voice their ideas and opinions.

Children are aware of and follow routines. They eagerly join in with group times, such as movement to music, reflection and yoga. Children respect each other and staff, which promotes positive relationships. For example, older children help one another to find their belongings and to join in with small group activities. They listen closely, making eye contact when staff speak. Children respond to questions that they are asked.

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

- Children's communication and language are promoted well. Staff read stories and use Makaton. Staff model and repeat sounds, single words and gestures with younger children. With older children, staff question them and discuss ideas, introducing new vocabulary that children use in their play.
- Children explore and learn about the world around them. For example, children hunt for items on a check list. They search the outdoor space independently and in small groups to find the objects listed, ticking them off as they find them. Staff give hints to younger children about where they could find items and ask older children questions to develop their thinking skills. For example, staff ask 'where would a baby bird be?' Adults provide activities that mostly support children's development. However, in some adult-led activities, younger children are not always engaged fully.
- Children are physically active. Younger children crawl through tunnels, climb over soft-play blocks and push and pull toys. They tip sand in and out of different containers in the garden. Older children are encouraged to manipulate play dough and fill and empty real tea pots, cups and saucers. Children develop their physical skills as they test out new ways of moving in the space outdoors.

- Children's personal development is promoted well. At group times, babies sit around a mirror. They lean in with staff and look at their faces. Staff label the faces that they pull and point to emotion cards. Toddlers and pre-school children point to pictures of the emotion they are feeling. When a child says 'I'm scared', staff ask why they feel this way. Staff encourage children to talk about what makes them happy. Children learn to talk about their emotions, label them and feel comfortable to express them.
- Children develop their independence and manage their own risks. Before going outside, older children check if it is safe. For example, they check if the gate is shut. Older children get themselves ready to go outside, changing from their slippers to shoes. At lunchtime, older children choose and serve their own food. They successfully pour their own drinks, use spoons to put food on their plates, and use knives and forks to eat. Younger children hold spoons while being fed by staff, and try drinking out of open-top cups.
- Staff say that they are well supported by the management team. There are strategies used by the team to ensure that their well-being is promoted positively. Staff say that this positively impacts their practice with children. Staff have regular meetings and supervisions with management. This supports staff's continuous professional development.
- Leaders, managers and staff have a clear understanding of what they want children to learn. Staff understand how this fits into children's next stages of learning and adapt their practice to support children's individual needs. This includes children with special educational needs and/or disabilities and children who speak English as an additional language.

Safeguarding

The arrangements for safeguarding are effective.

All staff at the nursery understand how to keep children safe. This includes knowledge of how to make prompt referrals where necessary. Leaders and managers have a strong recruitment process in place. This ensures that all staff are suitable to work with children. Leaders and managers regularly review the ongoing suitability of all staff in order to further safeguard children. Staff have completed paediatric first-aid training. This supports staff to respond appropriately when an accident occurs. Leaders, managers and staff review areas in the nursery to maintain safety, and change them where necessary to prevent accidents from occurring.

What does the setting need to do to improve?

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

- support staff to engage younger children more effectively in learning during adult-led activities.

Setting details

Unique reference number	2564561
Local authority	Nottinghamshire County Council
Inspection number	10205588
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 4
Total number of places	40
Number of children on roll	42
Name of registered person	Country Kids Day Nursery Kneesall Limited
Registered person unique reference number	2564559
Telephone number	01623 888879
Date of previous inspection	Not applicable

Information about this early years setting

Country Kids Day Nursery, located in Rainworth, Nottinghamshire, registered in 2019. The nursery employs seven members of childcare staff. Of these, four staff hold a level 3 early years qualification and one holds level 2. The nursery opens from Monday to Friday, 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice Anders

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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