

Inspection of JJ's Kiddycare

Hemploe Road, Welford, Northampton, Northamptonshire NN6 6HF

Inspection date: 21 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children show a high level of involvement in activities. They are physically active and manage risks in their play. For example, pre-school children build and construct when they play with large soft-play shapes. They climb onto the shapes and say, 'Ready, steady, go,' before they jump off safely. Children work cooperatively as a team and praise their friends' achievements by clapping their hands. They show kindness to their friends, for example toddlers find their friends' water bottles for them so they can keep hydrated.

Children with special educational needs and/or disabilities (SEND) are supported well by staff. For example, staff show children pictures to help them understand the routines in the day. Staff support children to extend their knowledge. For example, when children find pictures of birds, staff name the bird, for example 'puffin'. Children develop their interests further and pretend to feed the bird, showing their imaginative skills. Children solve problems when they play in water. They work together as a team to make water flow down tubes. They laugh with their friends and show excitement when the water reaches the bottom. Behavioural expectations are embedded throughout the setting. For example, children quickly respond to staff's approach to help them to behave positively. As a result, young children quickly listen and follow their instructions.

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

- Staff have very high expectations of children's behaviour. Children, including those with SEND, regulate their own behaviour effectively. For example, they take themselves to a 'safe haven den' which is a quiet area. Children demonstrate mutual respect for staff and peers. They follow instructions consistently and encourage their peers to do so. Children's behaviour is exemplary.
- Staff provide opportunities for children to be creative. For example, children play on a real boat in the garden. Staff encourage children to solve problems as they build and construct when they create their own boats. Staff extend this further and introduce treasure maps for children to find buried treasure. However, not enough is done consistently to monitor the impact of planned activities and to recognise how children can develop their learning further.
- Staff support children's emotional well-being effectively, particularly when they first start. They find out information about children's prior learning from parents. Staff use this knowledge to provide activities to support children's interests. This helps children to become familiar with the environment and to develop their confidence.
- Partnerships with parents are effective to support a united approach to helping children to progress. Staff invite parents to come into the setting to play

alongside children. They inform parents about children's development and what they need to learn next. Parents say that they feel supported with the advice they are given about how children learn.

- Staff understand the sequence in which children develop their self-care skills. For example, staff show babies how to use a spoon when they eat. Older children are provided with opportunities to manage portion sizes and to serve themselves at mealtimes.
- The manager and staff place a high priority on supporting children's communication and language skills. Staff use professional development opportunities to extend their knowledge of how to support children with this aspect of learning. For example, they sing songs, read stories and use sign language to support children's understanding of words and their speaking skills. However, the manager does not support new staff well enough to ensure that they fully support children's learning to the highest level.
- Staff provide opportunities for children to learn skills for their move on to school. For example, children who attend pre-school change into different clothes independently before going outside for physical activity.
- The manager supports staff's well-being. She checks in with staff regularly and provides an open door so that staff can speak to her at any time. Staff say that the manager is supportive and empathetic. This helps to create a positive atmosphere in the nursery.
- Staff encourage children to follow their interests and to be resilient. For example, when toddlers use containers to carry water from one area of the nursery to another, they sometimes become frustrated. Staff give children encouragement to keep trying and celebrate their achievements, helping to raise children's self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff attend safeguarding training to keep their knowledge current. There are plenty of designated safeguarding leads for staff to go to if they need to report concerns about children's welfare. Staff know the procedure to follow if they have concerns about staff's behaviour. This helps to keep children safe. Staff carry out risk assessments to ensure that the environment is safe for children. They talk to children about the importance of applying sun cream. This helps children to learn how they can keep themselves safe in hot weather.

What does the setting need to do to improve?

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

- strengthen the support for new staff to ensure that teaching practice is of a

consistently high quality

- help staff to identify the impact of their planning and to recognise how to build further on children's learning.

Setting details

Unique reference number	EY384013
Local authority	West Northamptonshire
Inspection number	10138516
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 10
Total number of places	64
Number of children on roll	125
Name of registered person	JJ's Kiddycare LLP
Registered person unique reference number	RP910055
Telephone number	01858 575642
Date of previous inspection	18 February 2014

Information about this early years setting

JJ's Kiddycare registered in 2008. It is situated in the outskirts of the village of Welford, Northamptonshire. The nursery employs 19 members of childcare staff. Of these, 11 hold an appropriate early years qualification between level 2 and level 6, including one with qualified teacher status. The nursery opens Monday to Friday from 7.30am to 5.30pm all year round. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Emma Curry

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The manager guided the inspector around the provision during a learning walk.
- The manager and the inspector carried out a joint observation of an activity together.
- The inspector looked at relevant documentation.
- The inspector had face-to-face conversations with parents and took account of their views about the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022