

# Inspection of Kiddies@home

Abington Parish Rooms, Park Avenue North, Northampton, Northamptonshire NN3 2HT

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Inspection date: 8 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children leave parents with ease as they arrive at the nursery. They have strong relationships with staff. Babies say 'hiya' to staff as they enter the room, and they enjoy cuddles when they are tired. Staff are aware that since the COVID-19 pandemic some children need more support when they start nursery. Settling-in sessions have been extended to allow new children more time to become familiar with their surroundings.

Children behave well. They show care and concern for others as they help their friends to stand up after they fall over. Staff remind children not to run inside and provide clear explanations why. Children engage in activities of their choosing and confidently follow their own interests. Staff support babies' communication and language development as they read books and sing songs with them. They introduce new vocabulary as they play alongside them. They repeat words, such as 'stomp stomp', as babies move animals around a tray of cereal. Older children develop their physical skills in the garden. They work together to move large, soft play blocks to create a 'house'. Children learn about the world around them. They intently examine a woodlouse they find. Children say it is 'prickly' as staff encourage them to hold it and describe how it feels.

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

- The manager and staff have a clear understanding of what they want children to learn. They gather information from parents and complete regular assessments to identify gaps in children's learning. The nursery's special educational needs coordinator is confident to work with other professionals. She shares strategies with parents to continue children's learning at home, and she follows targeted plans to support children's individual needs. This supports children to make good progress in their learning and development.
- Staff provide opportunities for children to progress across the seven areas of learning. Older children are encouraged to develop their imagination as they play alongside each other in the role-play area. They confidently approach visitors, engaging them in conversations, saying 'I made you a coffee' as they hand them a cup. Babies develop their physical and sensory skills as they explore paint using their hands and different small tools. Staff teach them how to dip sponges in paint to make marks on paper. However, on occasion, staff do not build on what children already know and can do to extend their learning further.
- Staff build children's self-esteem. Older children are given daily 'monitor' tasks to complete, such as handing out lunch to their friends. This builds confidence and gives them a sense of responsibility. Staff have high expectations for children's behaviour. Children are friendly, polite, and react positively to staff's

instructions. Older children shout 'team work makes the dream work' as they are praised by staff for putting their toys away.

- Staff give children opportunities to develop their independence and make choices. For example, they enable them to select what they would like for snack and encourage them to pour their own drinks. Staff use visual aids with children who need support to express their feelings and to assist them with following the daily routine.
- Parents are complimentary about the 'homely' nursery and say staff are 'amazing'. They report they are regularly updated on how their children are developing. Staff share ideas regarding how they can continue children's learning at home. Parents say they like the 'enrichment activities' the nursery offers, such as French lessons and forest-school sessions.
- The manager provides staff with regular professional development opportunities. For example, staff attend specific baby training to extend their knowledge on how to care for this age group. The manager carries out regular supervisions with staff. This gives them the opportunity to discuss their professional development and receive feedback as well as checking on their well-being. The manager invites teachers in from local schools to meet the children and to share information with them. This helps prepare children for their next stage in education.
- Children confidently talk to staff about their home life and what they do outside of nursery. However, although staff teach children about the world around them, they are not always proactive in finding out information about children's uniqueness and different backgrounds, and in celebrating these.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of the possible signs that may indicate a child is at risk of harm, including how they could be exposed to extremist views. Staff are confident in the procedures to follow if they have a concern about a child or staff member, and they know who to report this to outside of the nursery. Staff complete regular training to ensure their knowledge of safeguarding is up to date. The manager ensures safer recruitment checks are completed to confirm the suitability of staff working with children. Staff complete checks to ensure the nursery and garden are safe before children use them.

## 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 build on what children already know and can do by extending their learning further during activities
- increase staff awareness of children's individual backgrounds so they can

celebrate what makes them unique and improve their understanding of each other's similarities and differences.

## Setting details

<b>Unique reference number</b>	2548276
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10215641
<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 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Cavender, Claire
<b>Registered person unique reference number</b>	2548275
<b>Telephone number</b>	07807771377
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kiddies@home registered in September 2019 and is located in the Abington area of Northampton. The nursery is open 8am until 6pm, each weekday, throughout the year, excluding bank holidays and the days between Christmas and New Year. The nursery employs seven members of childcare staff, all of whom hold childcare qualifications at level 3 or 4. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie Vaughan Prosser

## 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 provision.
- The inspector reviewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to parents about the nursery during the inspection and took account of their views.
- The inspector completed a joint observation with the nursery manager.
- 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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