

Inspection of Only About Kids Limited

Site of Enfield Academy of New Waltham, Enfield Avenue, New Waltham,
GRIMSBY, South Humberside DN36 4RB

Inspection date: 29 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and feel secure in this warm, friendly and caring environment. Children show that they thoroughly enjoy their time at nursery. For example, they smile, laugh and communicate effectively with staff and other children. Children separate confidently from parents and carers, and enjoy exploring the indoor and outdoor environments, finding fun activities. Children form strong bonds with staff and seek them out as soon as they arrive.

Children show positive attitudes to their learning and make good progress. Staff skilfully organise the environment to promote children's natural curiosity and eagerness to learn. Children benefit from a good range of experiences, which prepare them well for their future success. For example, they have fun mixing cocoa powder into play dough with their hands, as they make chocolate cakes.

Staff are positive role models and reinforce their expectations of children's behaviour very well. They use a fair and gentle approach, for example, staff ring the bell when it is tidy-up time. As a result, children are very well behaved and follow the nursery routine well. Staff promote children's efforts and offer lots of praise when they succeed. Children respond to these positive reinforcements. This helps to boost children's confidence and self-esteem.

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

- The support for children with special educational needs and/or disabilities (SEND) is a strength of the nursery. Staff quickly identify children who need additional support. They work effectively with other professionals to put targeted strategies in place, tailored to children's needs and preferences. As a result, children make good progress in their learning and development.
- Overall, partnership with parents is strong. Staff make effective use of settling-in arrangements to build strong relationships with families and children. Parents say that they appreciate the daily verbal feedback and regular photos about their children's day at the setting. However, the manager has not identified where parent partnership working can be further extended, to fully support children's learning at home.
- Children develop a good understanding of mathematical concepts. Staff have a good knowledge of how to bring the teaching of mathematics into everyday activities. For example, as children enjoy playing with water, filling and emptying containers, staff use language, such as 'full' and 'empty'. In addition, children are encouraged to count during activities. This supports children's understanding of mathematics well.
- The management team evaluates the provision effectively. They carry out supervision sessions with staff and check in on their well-being in regular team

meetings. Staff comment that they feel valued and respected in their role. Staff are supported to use resources, such as online training to support their on-going professional development. The manager values the individual skills of her team. Good systems are in place to recruit and induct new members.

- Staff provide good opportunities for children to play and learn outside. For example, children thoroughly enjoy searching for woodlice and other tiny creatures. They use magnifying glasses to study the insects before putting them into their 'bug house'. Older children enjoy team games, such as throwing and catching balls, with increasing coordination. However, the outdoor area is not fully inclusive for all children, including those with SEND.
- Staff effectively support children to develop a strong love of books. For example, books are displayed around the nursery to encourage children to choose their favourite stories. Staff are very animated as they read, which engages children and further develops their interest in stories. This means children learn new vocabulary and understand that print carries meaning.
- Children develop good communication and language skills. Staff focus on children's speech and language through songs and stories at group times. They engage in conversation with children, introducing new words to increase their vocabulary. Staff ensure that they build silence into their own communication, giving the children appropriate time to respond.
- Children begin to develop good levels of independence. For example, they find their own water bottles, feed themselves and manage their care needs. Staff have developed an environment where children confidently choose their own play things. This prepares them for future learning, and they become confident in their own ability.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a secure knowledge of safeguarding and child protection issues. Managers keep up to date with local and national safeguarding priorities. They can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff know who to contact if they have concerns about a child's safety and welfare. They promptly refer any concerns to keep children safe from harm. The manager ensures that there are robust recruitment procedures in place and monitors the ongoing suitability of the team. Staff receive regular training to ensure that their knowledge is also kept up to date.

What does the setting need to do to improve?

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

- put in place thorough risk assessments to allow all children, including those with SEND, to have regular access to daily outdoor play opportunities

- work even more closely in partnership with parents, to ensure parents are kept informed of and involved in their children's learning at home.

Setting details

Unique reference number	EY478845
Local authority	North East Lincolnshire
Inspection number	10229368
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 3
Total number of places	24
Number of children on roll	18
Name of registered person	Only About Kids Limited
Registered person unique reference number	RP533767
Telephone number	07852 313999
Date of previous inspection	18 October 2016

Information about this early years setting

Only About Kids Limited registered in 2014 and is located in Grimsby, South Humberside. The nursery employs five members of childcare staff. Of these, all hold relevant early years qualification at level 3 or above, including one at level 5 and one at level 6. The nursery opens Monday to Friday, all year round, except for bank holidays, a week at Christmas and two weeks in the summer school holidays. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 provider and has taken that into account in her evaluation of the setting.
- The manager and the inspector completed a learning walk. The manager talked to the inspector about their curriculum and what they want their children to learn.
- 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 inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- 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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