

Inspection of KiddiCove Day Nursery

KiddiCove Day Nursery, April House, Tarvin Road, Frodsham WA6 6XN

Inspection date: 25 October 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Staff eagerly welcome the children into the nursery with cheery smiles and hugs. Children have secure attachments with the caring staff team. As a result, they settle quickly and feel safe and secure.

Children receive a range of opportunities and experiences that broaden their skills and knowledge. For example, babies play with rice and show delight as they feel and explore the texture. Children concentrate intensely as they manipulate dough and operate tweezers to pick up hidden objects in the soil. This strengthens children's hand and finger muscles, which will support their early writing skills. Children take walks in their local community, ride on wheeled toys and climb up steps. These experiences help to develop their coordination and physical skills well.

Children behave well. Younger children benefit from a consistent routine that mirrors what they have at home. This helps them understand and know what is happening now and what will happen next. Older children happily follow the nursery's rules and instructions. Furthermore, they are given 'kindness gems' as a token for random acts of kindness. Children delight in their recognition and rewards and proudly show them off. This promotes children's self-esteem and develops good morals of being respectful and polite to others.

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

- The manager has a clear vision to provide a home-from-home environment and is dedicated to providing the best possible outcomes for children. Staff say they are happy and feel well supported by the manager. They access training to support their professional development and to further increase their knowledge. However, the knowledge gathered is not monitored effectively to ensure it is consistently used by staff. Therefore, there is not always an accurate overview to assess the impact that training is having on children's learning.
- Children are making good progress. A well-sequenced curriculum is in place that is based on what children already know and what they need to learn next. Staff provide a wide range of exciting experiences and activities that follow children's interests. As a result, children are highly engaged, focused and have an eagerness to get involved and learn more.
- Overall, communication and language are promoted well. Younger children eagerly sit and listen to stories. Older children talk about what they can see in the pictures and recall stories with confidence. Staff build on this further by preparing engaging activities that spark children's imagination with stories that have been read. This helps to extend children's attention and listening skills, and they gain a deeper love of books from a young age. Babies and toddlers sing songs and rhymes, join in with the actions and remain engaged and

enthusiastic. Yet, some younger children are not always fully supported with their development of speech and the correct pronunciation of words. This is because at times, there is an unnecessary use and overreliance on children's use of dummies.

- Staff support children's personal, social and emotional development very well. There is a strong focus on building trusting relationships. Staff happily play alongside children and help them to become resilient learners. Additionally, older children form a 'pre-school committee', and staff welcome their views and suggestions that they have. As a result, children are confident and highly motivated and create a learning and play environment that they proudly take ownership of.
- Children learn about the importance of healthy lifestyles. They carry out good hygiene procedures, such as washing their hands and wiping their nose. The nursery provides a nutritious menu for all ages, including babies. Additionally, children's independence is promoted well. Younger children are encouraged to feed themselves. This results in older children having great control when scooping up and twisting spaghetti onto a fork. This promotes children's self-care skills in readiness for school.
- Parents speak highly of the caring staff and describe them as being 'wonderful'. They say that staff keep them informed about their children's learning and progress. Additional activities are also provided to parents for them to support children's learning at home. This supports children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained in safeguarding children. They have a good understanding of the signs and symptoms of abuse. There are clear policies and procedures in place for referring concerns about children or other professionals. Effective recruitment procedures are carried out to ensure that all staff are suitable to work with children. Staff carry out checks of the environment to ensure that children are not exposed to any dangers or hazards. This ensures that all children are safe and cared for at all times when at the nursery.

What does the setting need to do to improve?

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

- improve the evaluation and monitoring of training attended to ensure it is impacting on the quality of staff practice and the children's learning within the setting
- reflect on the way children's speech and pronunciation of words are supported in the setting, to support younger children with their early communication and language.

Setting details

Unique reference number	2600854
Local authority	Cheshire West and Chester
Inspection number	10251572
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	63
Name of registered person	Vernon, Kerry
Registered person unique reference number	2600855
Telephone number	07841453736
Date of previous inspection	Not applicable

Information about this early years setting

KiddiCove Day Nursery registered in 2020. It is located in Frodsham, Cheshire. The setting employs 11 childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The setting is open Monday to Friday, all year round, except for one week at Christmas and bank holidays. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kellie Lever

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 managers and has taken that into account in their evaluation of the nursery.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- 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 carried out a joint observation of a group activity with the manager.
- Parents shared their views of the nursery 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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