

# Inspection of KellyTots

Essington Community Centre, Hobnock Road, Essington WV11 2RF

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Inspection date: 20 October 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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 are excited as they enter the nursery, and they receive a warm greeting from all staff. They bring books to share and staff chat to them about why it is their favourite book. This helps children to settle quickly and feel safe and secure. Staff help children to feel a sense of belonging at the nursery.

Staff interact skilfully to engage children through real experiences. Children use a knife to cut vegetables, which then go into the soup pot. They investigate the vegetables and discuss the textures. They know that the vegetables are hard when they cut them and soft after they have been cooked. They use mathematical language, such as half, when talking about how they have cut the vegetables. They chat happily together as they try the soup they have made and recall how the onions made their eyes water. Children are fully engrossed in learning through real-life experiences.

Children are excited to go into the outdoor environment to retell and enact the story they have learned. They move their bodies in different ways as they recall different parts of the story. For example, as they pretend to stomp through mud. This helps children to remember stories and develop a love of reading.

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

- The dedicated manager and knowledgeable staff work very well together to provide an ambitious, well-sequenced curriculum. This helps children to develop the skills and knowledge they need to get them ready for the next stage in their learning.
- Children learn about different cultures and celebrations. They explore colourful scarfs and bright bangles and listen to music. However, some children are unsure how to play with some of the resources presented to them as they are not appropriate for their stage of development. As a result, the younger children quickly lose attention. That said, managers are able to reflect and evaluate on teaching, demonstrating they have capacity to further improve the quality of teaching to the highest level.
- Babies flourish as they use their bodies to climb across an obstacle course. Staff say 'ready, steady, go', which excites the less confident babies to have a go. Staff offer babies a drink and talk to them about changes to their bodies because they have done physical exercise. This helps them to start to recognise their own health-care needs.
- The attentive special educational needs coordinator (SENCo) and staff understand children well. For example, when children show frustration but are unable to use words to express their emotions, staff pick up these cues and act immediately, offering comfort and reassurance. This helps children to build

strong attachments and feel safe and secure. Furthermore, the SENCo works closely with parents to access external support, so children have the right support they need in a timely manner. She is passionate about her role. As a result, all children are supported to make the best possible progress in their learning.

- Children's behaviour is commendable. Staff promote positive behaviour and use strategies, such as thumbs up or down, to help children share their point of view. This helps children to feel they are valued and listened to.
- Parents say the manager and staff go above and beyond for their children. They talk confidently about the support they receive from their children's key person and say this has helped with their children's learning at home. Furthermore, parents say they are able to express their views. For example, lunchtime meals have recently been introduced following feedback from the parents. However, although children are well supported, sometimes they can become overwhelmed with the lunchtime routine, which has not consistently been embedded yet. Furthermore, staff are sometimes a little unsure of children's dietary preferences.
- Staff all report they feel supported by a thoughtful manager, who has an open-door policy. Staff say they feel they can raise concerns openly and honestly to the manager and that they feel valued. The manager has recently ensured her staff have attended training to continue to develop their knowledge of keeping children safe.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities to safeguard children. They are alert to signs that could indicate a child is at risk of abuse or neglect and know the steps they would follow to report this. All staff understand how to refer information of a safeguarding nature to other professionals. The manager has in place a robust recruitment procedure and induction process to ensure that all staff are suitable for their roles. Risk assessment is effective as managers and staff are alert to emerging risks. They understand their responsibility under the 'Prevent' duty guidance.

## What does the setting need to do to improve?

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

- strengthen opportunities to further support the younger children's understanding of celebrations in an age-appropriate way
- embed the newly established lunchtime routines to provide children, who are a little unsure, with more support and to ensure that staff are fully aware of all children's individual dietary requirements and preferences.

## Setting details

<b>Unique reference number</b>	2595767
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10251388
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	6 to 36
<b>Total number of places</b>	
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Kelly, Gillian
<b>Registered person unique reference number</b>	2595768
<b>Telephone number</b>	07810691691
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

KellyTots registered in 2020 and is based in Essington. The nursery operates Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Dal Malhi

## 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 manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and gathered information about how the provision and curriculum are organised.
- Parents shared their views of the nursery with the inspector.
- The manager and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact of this on children's learning.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and reviewed relevant documentation.

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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