

# Inspection of Kiddikins Nursery

Sure Start North, Hartlepool Main Centre, Hindpool Close, Hartlepool, Cleveland  
TS24 0TB

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Inspection date: 31 January 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children thrive in this highly effective nursery. The curriculum is underpinned by a strong focus on developing children's life skills. For instance, children learn through a bespoke 'home economics' programme of learning that is run by the nursery's cook. Children begin with simple kitchen skills, such as buttering bread, and progress to independently following recipe cards. This enables them to produce a wide range of food items.

There is a significant focus on children's personal development. Children smile with joy as they play together, developing a range of physical skills as they roll down the hill and crawl through the tunnel. They have secure, positive relationships with the staff who care for them. Children's vital communication and social skills are promoted at all times. Older children enthusiastically wave to the toddlers through the window, and the toddlers eagerly respond, waving back in delight.

Children's behaviour is exceptional. They understand what positive behaviours look like. Children show high levels of care and respect for each other. For instance, older toddlers gently help younger children to undo their coat buttons and hang their coats up. Children consistently demonstrate the learning that they have accumulated over time. For example, they listen carefully and take part at group time. Toddlers who are not yet two years old demonstrate high levels of independence as they collect their lunch tray and wait patiently in line before finding a seat.

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

- The overarching aim of the nursery's curriculum is to make the world a better place. Staff strive to support children to grow into responsible citizens who make a positive contribution to the wider world. They help children to achieve this by being excellent role models, showing kindness and compassion and giving children the confidence to lead their own learning.
- When children begin their journey at this nursery, staff meet with their family to obtain detailed information about their individual needs and stages of development. This ensures that children get the right support as soon as they arrive.
- Staff use assessment effectively to ensure that children are making progress. If children are not meeting their expected milestones, staff are quick to implement strategies to support them in quickly catching up in those areas. For example, they will use specific speech and language support activities.
- Children of all ages are thoroughly engaged and progress in all areas of learning as they explore the nursery. Babies and toddlers are given encouragement and support to meet their physical milestones, such as sitting, rolling, crawling and

walking. Older children show the confidence to voice their own ideas and lead their own activities. For example, they work out how to make their own play dough.

- Staff use stories, songs and rhymes very effectively to upskill children in their speaking and listening. For example, they set up a play tray with resources from the story 'Goldilocks and the Three Bears'. This supports children to use storytelling language as they remember and retell the story. Children confidently remember the story and use excellent vocabulary in their description.
- Children with special educational needs and/or disabilities (SEND) are extremely well supported. Individual programmes of support are implemented on a daily basis. This means that children with SEND access the same curriculum as their peers and can fully participate in all of the nursery's routines and activities.
- Parents are extremely complimentary of the nursery. They say that staff are supportive, approachable and have helped their children to thrive. They describe staff's communication and support for their families as a strength.
- As children move on to school, they are given the skills they need, such as independence, confidence and managing their own self-care. This enables children to have a strong start. Staff accompany children on their school transition visits alongside their parents in order to provide additional emotional support.
- Staff are very well supported in their professional development, and as a result, they are happy and proactive. Staff each have their own area of leadership, and this directly benefits children. For example, staff with additional training in speech and language ensure that the teaching in this area is of a high quality across the nursery.
- Managers have established excellent links with other professionals in the area, for example with healthcare workers. This ensures that children and families receive rapid access to a range of support and services, such as specialist equipment to support their needs.
- Early years pupil premium funding is used strategically to support the needs of the children in this setting. For example, this year, funding is being used to provide training for all staff in child-appropriate sign language. This will help to support speech and language development for vulnerable children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The nursery has a strong culture of safeguarding children. Staff are rigorous in their daily checks, ensuring that the premises and equipment are always safe. All staff are provided with thorough training in safeguarding awareness, child protection procedures and paediatric first aid. This means that all staff are highly prepared and confident to respond to any instances where children may be at risk. Recruitment is robust, and managers ensure that all staff are safe and suitable to work with children. The excellent management of this setting ensures that children feel safe during their time here.

## Setting details

<b>Unique reference number</b>	EY398330
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10263051
<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>	1 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Kiddikins Childcare Ltd
<b>Registered person unique reference number</b>	RP903531
<b>Telephone number</b>	01429 288285
<b>Date of previous inspection</b>	19 April 2017

## Information about this early years setting

Kiddikins Nursery registered in 2009 and is located in a Sure Start building in Hartlepool. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including the manager and deputy manager who hold level 5. The nursery opens all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and two weeks at Christmas. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. It also receives early years pupil premium funding.

## Information about this inspection

**Inspector**  
Dani Taylor

## 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the directors about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- 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.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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