

# Inspection of KidsStop

6 Watling Street East, Towcester NN12 6AF

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Inspection date: 15 February 2023

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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 welcomed into the homely nursery by caring and nurturing staff. They develop a special bond with their key person, helping them to feel safe and secure. The environment supports children to be curious as they are able to access a variety of natural resources. For example, older children help themselves to flour and water and make their own play dough. Babies explore fresh vegetables in the play kitchen, using their senses to discover different textures.

Outside, children explore a variety of ingredients as they combine them to make potions. They show a positive attitude to learning as they excitedly tell each other to 'listen to the fizz and pops' as they add water to the mixture. Physical development is well supported as children weave in and out of cones on balance bicycles and scooters. Babies practise their hand-to-eye coordination as they explore dried pasta. They use utensils to scoop and stir as they happily fill and empty containers.

Children are cheerful, helpful and behave well. They follow daily routines with pride. For example, children offer to complete jobs such as setting the table for mealtimes. Children build relationships with their friends and learn to share resources.

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

- The passionate manager works with staff to devise a curriculum that builds on what children know and can do. Staff know the children well and create a one-page profile that identifies children's interests and stages of development. This allows all staff to plan exciting and engaging activities effectively that support children to progress through all areas of learning.
- Children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language have appropriate support in place. The special educational needs coordinator works closely with staff and other professionals to ensure the right support is in place for children to make good progress.
- Staff are skilled in supporting children's communication. As children play, staff use questioning effectively to further children's knowledge. They extend children's vocabulary, introducing new words during play. For example, as children create a garage for their cars, staff introduce words such as 'mechanic' and 'exhaust'.
- Overall, children are engaging in activities effectively. They make choices in their play and are well supported by staff. However, during group activities, staff do not always recognise when quieter or less-confident children would benefit from more interaction to further support their learning and enjoyment.

- Older children are developing their independence. They confidently tidy up and wash their hands before mealtimes. They select and serve their own food and pour their own drinks. However, younger children are not consistently supported to take part in the same routines.
- The nursery cook provides healthy, nutritious meals that children enjoy. The manager works with the cook to ensure that children's dietary requirements are met. Staff support children's understanding of healthy choices through discussion and play. For example, during role play, children select fruit and vegetables to feed the dolls and use toothbrushes to brush the doll's teeth.
- As children move rooms within the nursery, their needs are thoughtfully managed to ensure they are gently introduced to new areas. For example, at quiet moments of the day, toddlers join older children to play. This supports children's well-being and confidence when moving on.
- Staff support children's awareness of diversity and the wider world. They use stories, music and resources to promote curiosity. For example, during role play, children use food packets from different countries. Staff engage children in meaningful conversations about the items they are using, furthering children's understanding of other cultures.
- Partnerships with parents are good. Parents praise the nursery's 'caring staff' and 'family atmosphere'. They note that their children have become more confident and social since starting nursery. Staff regularly update parents on what their children are learning and how this learning can be continued at home.
- Managers carry out regular supervision sessions with staff, where they discuss training needs, staff's key children and staff well-being. Staff training is well focused to benefit children. For instance, staff have attended baby-room training that has led to enriching the environment to enhance babies' development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of how to keep children safe. They complete safeguarding training and regularly discuss updates during staff meetings. They know the procedure to follow if they have any concerns about children's welfare or if an allegation is raised about a member of staff.

Safeguarding policies are in place, and information is displayed so that staff know who to contact if they have any safeguarding concerns. There are high levels of security within the nursery. For example, a camera entry system allows staff to identify who is at the door before they open it. Stairgates are used throughout the setting, preventing children from accessing the stairs.

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

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

- help staff to be consistent in their approach to developing young children's independence so that children learn to manage tasks for themselves
- support staff to recognise when less-confident children would benefit from their interaction to enhance children's learning further.

## Setting details

<b>Unique reference number</b>	2598835
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10263600
<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>	0 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Sexton, Nicola Louise
<b>Registered person unique reference number</b>	RP513998
<b>Telephone number</b>	07769515958
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

KidsStop registered in 2020 and is located in Towcester, Northamptonshire. The nursery employs seven members of staff. Of these, one member of staff holds a qualification at level 6, three at level 3 and one at level 2. The nursery is open from 7.30am to 6pm, from Monday to Friday, for 51 weeks a year. The nursery receives funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Charmaine Cayton

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the setting.
- 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 SEND.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views.

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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