

Inspection of Kinderview Childrens Day Nursery Ltd

St Margarets Catholic Primary School, Glossop Road, Glossop SK13 6JH

Inspection date: 1 August 2023

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

What is it like to attend this early years setting?

The provision is good

Children develop secure and trusting relationships with staff. Children arrive at the setting eager to start their day, and they quickly settle to their chosen activity. Children learn to be respectful of others and resources. Staff swiftly intervene if they notice minor disagreements, supporting children to work together. Staff support older babies to play on the slide safely, helping to position babies to ensure they sit correctly so they do not slip or accidentally kick their friends.

Staff place a high priority on supporting children's speech, language and communication. They use every available opportunity to read books, communicate and model new words to children. During outdoor play, toddlers enjoy wading through the long, wet grass. Staff introduce words such as 'slippery' and 'soggy' as children play. Toddlers collect sticks, and staff repeat familiar phrases from a story about a stick man. Toddlers recall the story and pretend to throw sticks for a dog. All children demonstrate a love of books, and staff have thoughtfully placed books throughout the setting. Babies listen to a story about animals dancing in the jungle. Staff repeat phrases as babies try to copy them. Staff enthusiastically sing the 'Boogie Woogie' song while babies eagerly join in with the actions. Pre-school children listen to a story about sea animals. They delight in helping to retell parts of the story. Staff talk to children about plastic in the ocean, and children recall that plastic makes sea animals sick. This supports children to learn about the world around them.

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

- Leaders and managers are reflective and strive for continuous improvement. They gather regular feedback from staff and parents to enhance the provision further. For example, parts of the outdoor area are being developed to strengthen what is on offer for children. Staff state that they enjoy working in the nursery. They say they feel supported by managers and comment that their well-being is considered.
- Parents are positive about the care their children receive. They state that their children enjoy the multitude of outdoor play experiences on offer and that their children are developing their social skills. Parents feel that their children are progressing well, commenting that they are appropriately informed about activities children are involved in at nursery.
- Staff ensure that all children have multiple daily opportunities to access fresh air and outdoor play, regardless of the weather. Babies use their muscles as they confidently rock back and forth on rocking horses. Staff support two- and three-year olds to balance on beams, jump safely from small platforms and use the rope swings. They help children to safely negotiate the uneven ground as they play hide and seek with their friends. Pre-school children are eager to feed the

chickens. They help staff to pour seeds and provide the chickens with clean water. Children learn not to chase the chickens so they do not scare them. This helps children to learn how to take care of other living things.

- The staff know the children and their families well. They genuinely care about the children and want them to have the best start in life. They work closely with families and other professionals to ensure that early help is put in place for those who require additional support. For example, staff apply for additional funding to support children's effective transition to school. This helps to support children's readiness for the next stage in their education.
- Overall, staff deployment is effective. Staff engage with children during their play, and routine activities build on what they want children to learn next, and they help to develop their interests further. However, staff deployment within the toddler room is not always consistent. For example, staff focus on daily chores for long periods, which takes them away from the children. To this end, younger children receive less support from staff to extend their learning.
- Staff aim to develop children's independence skills. For example, four-year olds access the toilet themselves, serve themselves lunch and put on their wellington boots ready for outdoor play. However, opportunities for children to carry out tasks for themselves are not always consistent. For example, staff are quick to complete tasks for three-year-old children which they can do themselves. This includes pouring their drinks, serving their food and putting their coats on for them. This impacts on children's ability to carry out tasks for themselves.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff recognise their responsibilities to keep children safe. They are aware of the signs and symptoms that may indicate that a child is at risk of harm. This includes those who may potentially be at risk from radical views. Staff know the procedure to follow should they need to report a concern about a child or a member of staff. The manager ensures that safer recruitment checks are undertaken to confirm the ongoing suitability of those working with children. Staff work closely with parents to manage children's allergies, dietary requirements and intolerances. They follow an established process to ensure that information is safely communicated across the nursery.

What does the setting need to do to improve?

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

- strengthen the deployment of staff, particularly in the toddler room, to provide consistent and purposeful interactions for children which build on their existing skills and knowledge
- support staff in providing consistent opportunities for children to carry out tasks

for themselves, to promote their independence.

Setting details

Unique reference number	EY499219
Local authority	Derbyshire
Inspection number	10304579
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	66
Number of children on roll	155
Name of registered person	Kinder View Childrens Day Nursery Limited
Registered person unique reference number	RP535251
Telephone number	01457859098
Date of previous inspection	25 May 2018

Information about this early years setting

Kinderview Children's Day Nursery Ltd is based in Glossop, Derbyshire. It registered in 2016. The nursery employs 29 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, and seven hold relevant early years qualifications at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

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 deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- 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 phonics activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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