

# Inspection of Kidz Village Nursery & Pre-School

2a Pantop Business Park, Harelaw Industrial Estate, Stanley, County Durham DH9 8HW

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Inspection date: 3 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are greeted with enthusiasm by all the staff when they arrive at this welcoming nursery. They are eager to go and find their friends. Staff prepare a stimulating learning environment for the children. It is arranged effectively to help children to make independent choices about their play. An indoor beach enables children to identify sea creatures, dress up in holiday clothes and build sandcastles. Throughout their play, staff support children's learning as they help them to develop new skills and introduce new vocabulary. Children concentrate as they build towers with wooden blocks, then practise their counting skills. They persevere as staff show them how to roll up and cut play dough.

Children form strong bonds with staff. They receive a great deal of praise and encouragement throughout the day. This helps build their self-esteem and supports their good behaviour. Staff support less confident children to take part in group activities. During song time, they help the quieter children to decide what musical instruments to play and to choose their favourite songs. Outside, children learn how to take turns on the slide and to share their toys. When riding on bicycles and cars, they remember to watch out for the youngest children to make sure they are safe.

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

- A great deal of work has been done since the last inspection to develop the nursery. Managers have involved the whole staff team in the decision-making process. As a result, staff feel valued. They have also been able to access different training opportunities and to benefit from effective supervision and mentoring sessions. This has had a positive impact on the quality of education provided.
- Managers have continued to develop the curriculum, welcoming support from the local authority. Staff have a clear understanding of what they want children to learn at each stage of their development. They plan activities to help children to become inquisitive and confident learners. They explain what they want children to learn, based on their knowledge of each child's next steps. They build on children's interests and use questions extremely effectively to help them to make progress as they play.
- The development of children's communication and language is a major priority. Staff understand how to sequence learning to help children to become confident communicators. They use strategies from specialists to support children who are not making as much progress with their speech as they should. Staff speak to children very clearly, so they can hear the correct pronunciation of words. Sometimes, staff do not consider the volume of their voices, and they can be too loud. This does not always help to create a calm atmosphere, especially when

children are tired or unsettled.

- There are many opportunities for children to develop their independence. They learn to put on their coats and shoes. Those who are starting to use the toilet are given good support. At mealtimes, children help to set the table, to pour their own drinks and to clear away. Effective arrangements are in place to help children to be ready to move up to the next room in nursery, or to move on to school.
- Children behave very well. They are learning to follow instructions, such as lining up to go and wash their hands. When children occasionally need to be reminded about what is expected of them, staff carefully explain the reason for this. This helps children to begin to understand rules and boundaries.
- The nursery provides healthy meals and snacks. Those with special dietary needs are catered for well. Children are encouraged to try new foods and beam with delight when they are praised for doing so. They also benefit from plenty of fresh air and exercise. However, times when children move between indoor play and mealtimes, or go outside, are not always well managed. At times, children are deeply engaged in an activity when they are told to tidy up. This sometimes disrupts their learning.
- Parents welcome the information they receive about their children's care and learning on a daily basis. They report that staff are highly approachable and offer helpful advice. Where children have special educational needs and/or disabilities, parents value the nursery's willingness to work with other professionals to meet their children's needs.

## Safeguarding

The arrangements for safeguarding are effective.

All staff fully understand their responsibility to keep children safe. They carry out regular risk assessments throughout the day to make sure there are no hazards indoors or outside. Children are supervised vigilantly. All staff have a current paediatric first-aid qualification. Managers ensure staff attend regular safeguarding training. Staff can describe a variety of different indicators that a child may be at risk of harm. They know the process to follow should they need to report any concerns, or if there is an allegation against a member of staff. Managers carry out appropriate checks to ensure all staff are suitable to work with children.

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

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

- support staff to be mindful of how they model communication and language to children, with particular regard to the volume of their voices
- consider how daily routines can be developed to minimise disruption to children's learning.

## Setting details

<b>Unique reference number</b>	EY468849
<b>Local authority</b>	Durham
<b>Inspection number</b>	10282415
<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>	0 to 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Kidz Village LTD
<b>Registered person unique reference number</b>	RP910876
<b>Telephone number</b>	01207 232214
<b>Date of previous inspection</b>	23 February 2023

## Information about this early years setting

Kidz Village Nursery & Pre-School registered in 2013. The nursery employs eight members of childcare staff. Of these, one holds qualified teacher status, one is qualified at level 5, and five hold appropriate early years qualifications at level 3. The nursery opens 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

Jan Batchelor

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- 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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