

Inspection of Kids Play Bury St Edmunds

Newmarket Road, Bury St Edmunds, Suffolk IP33 3SN

Inspection date: 30 August 2023

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

The provision is good

Children form strong bonds with their key person, which helps them to settle quickly on arrival. Staff get to know children well and effectively support their emotional needs. Babies listen to and recognise rhymes and songs as staff spontaneously sing. This helps to calm the environment, and babies eagerly join in with familiar actions. Children of all ages enjoy cuddles and reassurance when they are tired or upset, which successfully boosts their self-esteem.

Children are happy and keen to explore their environment. Outdoors, they have good opportunities to develop their physical skills. Older children take appropriate risks as they walk along wooden planks balanced on crates. Staff monitor what children are doing and offer support when needed. They promote children's independence well in all rooms. Staff encourage pre-school children to help tidy toys away before lunch. Children are eager to complete simple tasks such as wiping a table. They learn basic self-care skills, including the importance of good hygiene. Older children master changing their own clothes after getting wet from playing in the water tray. At mealtimes, babies sit at low tables and are supported to feed themselves, and toddlers scrape their plates when they have finished their cooked lunch.

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

- Leaders have established a clear vision and curriculum and know what they would like children to achieve during their time at the nursery. Staff understand the curriculum and know how to support children's ongoing development. They know the children well and can talk about where they are in their learning. Staff plan suitable activities, and leaders are supporting staff to develop this further to ensure that all children make good progress in readiness for the next stage in their education.
- Partnerships with parents and carers are strong. Staff work hard to maintain effective relationships with all families. Parents express their thoughts and comment positively on the nursery. They highlight the effective communication from staff and say that their children enjoy attending.
- Overall, staff support children's communication and language development. They talk to older children as they play and ask effective questions to build on what they know and can do. However, staff do not always support younger children to develop their growing vocabulary effectively. They do not make the best possible use of opportunities to model language to help children pronounce words correctly.
- Staff work effectively as a team to quickly identify if a child may not be meeting typical milestones. The nursery's special educational needs coordinator ensures staff provide targeted support for children who require additional help with their

development. Staff work sensitively with parents and, when necessary, closely with other professionals and agencies to help ensure these children make the best possible progress.

- Leaders have recently introduced 'golden rules' throughout the nursery. Staff provide children with regular praise as they recognise individual achievements. However, staff do not support children to understand the impact of their behaviour on others. This means that children do not learn how to keep themselves and others safe.
- Leaders monitor staff performance. They spend time in the rooms and encourage staff to reflect on their practice. Staff have supervision meetings where they discuss their professional development and training needs to help enhance their knowledge and skills. Overall, this has a positive impact on the quality of children's learning experiences.
- Children's special dietary needs and allergies are well managed across the nursery. Staff are fully aware of individual children's requirements and ensure that they serve food safely. Healthy eating is promoted well. Children experience sociable mealtimes and have opportunities to try new foods.
- Leaders encourage staff to take responsibility in the nursery to enhance the environment. For example, the pre-school children now have opportunities to grow and tend to vegetables, and a member of staff has taken on the role of well-being ambassador. Staff say that they feel well supported in their role. They comment that their well-being is given high priority.

Safeguarding

The arrangements for safeguarding are effective.

Leaders implement effective recruitment and induction procedures when employing new staff. They monitor staff's ongoing suitability to work with children. All staff have a good awareness of their safeguarding responsibilities and understand their duty to protect children from harm. They know the signs that indicate children may be at risk of harm or abuse. They understand what to do if they have concerns about children's welfare, including how to report any issues regarding staff. Staff complete online safeguarding training, including about wider safeguarding matters. Leaders make good use of scenarios and questioning to further strengthen staff's understanding of child protection procedures.

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 model language consistency, to help young children to hear and use the correct pronunciation of words
- ensure staff help children to understand the need for safety so they can consider the impact of their behaviour on others.

Setting details

Unique reference number	EY501061
Local authority	Suffolk
Inspection number	10307285
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 12
Total number of places	86
Number of children on roll	155
Name of registered person	Kids Play Ltd.
Registered person unique reference number	RP900863
Telephone number	01284 700414
Date of previous inspection	21 June 2018

Information about this early years setting

Kids Play Bury St Edmunds registered in 2016. The nursery employs 26 members of childcare staff. Of these, 20 staff hold appropriate early years qualifications at level 2 or above. The nursery also employs an administrator, chef, cleaner and maintenance person. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery also offers out-of-school provision during the school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- This was the first routine inspection the provider received since the COVID 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 manager and inspector completed a tour of the nursery and discussed how the early years provision and the curriculum are organised.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this has on children's learning.
- The manager and the inspector jointly observed and evaluated two group activities.
- Parents expressed their views of the nursery with the inspector during discussion, and the inspector took account of these views.
- The inspector talked to staff at appropriate times during the inspection. This included speaking with the special educational needs coordinator about how they support children with special educational needs and/or disabilities.
- 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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