

Inspection of Kiddy Kapers Daycare

Glenmere Community Primary School, Estoril Avenue, WIGSTON, Leicestershire
LE18 3RD

Inspection date: 13 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children, including those who have special educational needs and/or disabilities (SEND) and speak English as an additional language, enjoy attending this caring and welcoming nursery. Staff help children to settle when they start attending. As existing children arrive, they are pleased to see the staff and say are quick to hello. Relationships are positive between the children and the staff. Babies bob up and down and clap their hands as staff sing songs to them. Toddlers enthusiastically draw pictures and smile with pride when staff comment on their efforts. Pre-school children become engrossed in role play activities and thoroughly enjoy the positive interaction from staff who play alongside them. The staff know the children well. They take account of their interests when planning activities, which encourages children to be curious and take part. Staff are mindful of how to support children to extend their learning further.

Children are curious and motivated to explore. For example, they talk with staff about autumn leaves as they go on walks to the local country park. To extend and continue this interest, staff provide leaves for children to play with in the water tray and talk to them about the colours and different textures. Children show they are confident at nursery as they choose what they want to do and eagerly help tidy away at the end of the session.

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

- The management team has addressed the issues raised at the last inspection. They have raised the profile of safeguarding in the nursery. Staff have received training and have regular discussions relating to safeguarding policy and procedures. Managers show a commitment to staff's well-being and support staff to have autonomy in their group rooms to meet the children's needs. For example, staff change the layout of the rooms to meet children's needs and spend significant amounts of time interacting and playing with the children.
- Overall, the staff at this nursery are effective in their teaching. They play alongside children and ask them about what they are doing. For example, when pre-school children build with stacking toys and make a tower in the garden, staff ask them what they think will happen as it gets higher and higher. Children show delight and anticipation as their tower gets taller. Staff promote children's developing awareness of numbers. They sing songs that include numbers, counting up and down and encourage children to use their fingers to reflect the number they are singing about.
- Children learn to behave well. Staff plan activities to interest and challenge them. They are attentive to the children's needs and encourage them to play together and share resources. Children who have SEND are supported effectively, and activities are adapted so they can join in with their friends. Some

staff are less confident when managing minor behaviour incidents and do not act consistently to help children understand what staff expect of them.

- Children in each group room take part in regular singing and story sessions with staff. They enjoy joining in with familiar parts of the stories and the actions of songs. Some group activities are not pitched correctly for all children taking part. This results in some children losing interest and becoming distracted.
- Staff promote children's emotional well-being effectively. They develop positive relationships with children, which helps them develop a sense of belonging at the nursery. Staff encourage children to become independent. Pre-school children serve themselves at mealtimes and clean their teeth after lunch. They look in the mirror to check their teeth after brushing. Babies and toddlers are gently settled to sleep at nap time. Staff stay with children who are asleep and regularly check their well-being.
- Parents speak very positively about the nursery. They like that the staff are approachable and how they support their children to make the best progress. Parents comment about how staff work individually with them to help their children settle in and how they work with other professionals who are involved with their children. Parents say how happy their children are at the nursery and how the staff provide them with a wide range of activities they thoroughly enjoy.

Safeguarding

The arrangements for safeguarding are effective.

The improvements made to arrangements for safeguarding and a commitment to keeping staff's knowledge up to date contribute to children's welfare being protected. Staff speak confidently about how to recognise safeguarding concerns and signs of abuse. They know how to record and report concerns to the relevant agencies. Staff complete risk assessments to keep children safe. All parents and visitors are greeted at the door, and staff keep children under close supervision as they play. Thorough recruitment procedures check that newly appointed staff are suitable to work with children, and regular checks are made to ensure existing staff's ongoing suitability.

What does the setting need to do to improve?

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

- improve the organisation of group activities to ensure that they meet each child's needs and maintain their interest
- develop staff skills to provide a consistent approach when managing children's behaviour so children know what staff expect of them.

Setting details

Unique reference number	EY355784
Local authority	Leicestershire
Inspection number	10302760
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 11
Total number of places	50
Number of children on roll	49
Name of registered person	Kiddy Kapers Daycare Ltd
Registered person unique reference number	RP902726
Telephone number	0116 281 0100
Date of previous inspection	20 June 2023

Information about this early years setting

Kiddy Kapers Daycare registered in 2007 and is located on the site of Glenmere Community Primary School in Wigston, Leicestershire. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications between level 3 and 6. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm and includes before and after school care for older children. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Eastwell

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 inspector observed the quality of education during a variety of activities inside and outside and assessed the impact this has on children's learning.
- The manager and the inspector completed a learning walk together.
- The inspector carried out a joint observation of an activity with the manager and discussed teaching and learning.
- The inspector held a meeting with the manager and the deputy manager. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- 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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