

Inspection of 4kidz Childcare Ltd @ Gosling

STANBOROUGH ROAD, WELWYN GARDEN CITY, Hertfordshire AL8 6XE

Inspection date: 2 February 2024

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 make good progress in this calm and nurturing nursery. Children form secure attachments with staff, helping them to feel safe and secure. Staff provide an ambitious curriculum and create a learning environment that sparks children's interests, which they are eager to explore. For example, staff provide an interactive and enjoyable way for children to explore and understand the concept of pirates. Children make telescopes from paper and use maps to embark on a treasure hunt in the garden.

Staff support children to behave well with positive role modelling. They support children to share resources and ensure that all their friends are included in their play. Timers are used to help children understand this concept. Staff provide plenty of praise when children successfully share, helping to build on their self-esteem and form positive relationships with their peers.

Children have a strong sense of belonging within the nursery. Staff promote a democratic environment. They encourage children to self-register when they arrive and vote for the book they would like to read. Photos from home are shared in 'show-and-tell' group activities. Children take turns to stand up and talk about their holidays and activities. This helps children to understand what makes them unique.

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

- Staff show a secure understanding of the needs of their key children. They know what they need to do next to progress their learning and development. Staff set out a range of interesting activities and resources to support and build on these identified next steps. For example, babies enjoy finding small world toys hidden around the room to build their confidence in exploring independently. Occasionally, staff do not ensure resources are readily available for older children to follow their own interests as they play, which sometimes interrupts their learning.
- Staff focus on children's communication and language development throughout the setting. Staff get down to the babies' level and make good eye contact. They repeat words that babies use, such as 'choo choo', as they play with a train, helping them to build on their speaking skills. Staff weave mathematical language into their interactions as they talk to older children about shapes. They draw big circles and little circles, helping children to understand the concept of size.
- Staff work well as a team. They communicate effectively with each other to ensure that transitions through the day are smooth and support children's learning experiences. However, sometimes, staff do not communicate clearly with children when carrying out care duties, such as nappy changing, to ensure

they fully understand these routines.

- Children have plenty of opportunity to build on their physical development. Babies explore an indoor climbing frame. They build strength in their legs as they climb up the ladder. Staff provide encouragement saying 'ready, steady, go' as they glide down the slide. Older children learn to manage their own risk as they jump off the 'jumping table' in the garden.
- Staff understand the importance of ensuring that children are well prepared for the transition to school. They focus on key skills such as promoting independence and developing fine motor skills. Staff work closely with local schools, sharing important information about the children. They provide opportunity for the children to meet teachers, aiding a smooth transition as they move to the next stage of their education.
- Staff work closely with a range of external professionals to support children with special educational needs and/or disabilities. They use strategies such as 'bucket time' to promote concentration levels. Visual cues are used to help children understand routines throughout the day. Parents speak highly of the support they receive to ensure their children make good progress from their starting points.
- The manager is highly reflective. There is a clear action plan to continually develop and evolve the nursery to meet the needs of the children. Staff are well supported within their roles. They have access to a wide range of focused professional development opportunities that enable staff to maintain a high standard of care and ensure that children have the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider the organisation of resources for children to access so they can follow their own interests without interrupting their flow of play
- support staff to communicate with children more clearly when carrying out care duties, such as nappy changing, to provide children with a better understanding of why these routines happen.

Setting details

Unique reference number	EY546512
Local authority	Hertfordshire
Inspection number	10316847
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	45
Number of children on roll	36
Name of registered person	4kidz Childcare Ltd
Registered person unique reference number	RP546510
Telephone number	07761083701
Date of previous inspection	21 May 2018

Information about this early years setting

4kidz Childcare Ltd @ Gosling registered in 2017 and is based in Welwyn Garden City. The setting employs 14 members of childcare staff, 10 of whom hold an appropriate early years qualification at level 3 or above. The setting operates Monday to Friday from 7.30am until 6pm, all year round. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided indoors and outdoors. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff records and risk assessments.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

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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