

Inspection of Kidorable Pre School And Childcare Services

Courtauld Road, Braintree, Essex CM7 9BG

Inspection date: 25 March 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 respond to the setting's warm, welcoming environment. They settle quickly, building secure relationships with staff. This aids children in becoming confident learners, helping to ensure that they are ready for the next stage in their learning. Children reflect the high expectations of staff and respond positively to new experiences. For example, babies confidently explore new textures of hay and woodchips as they discover their favourite hidden toy animals. Sensitive daily practices aid children in building their belief in their own abilities. For instance, children beam with pride when staff members read out their 'wow star' achievements.

Children have creative opportunities to develop their physical skills. For example, they develop control of their smaller muscles as they use pipettes to drop water onto newly-planted seeds. Staff talk with children about the importance of healthy practices, such as good oral hygiene. Staff are sensitive to possible effects of the COVID-19 lockdowns. They offer children additional activities that aid them in understanding emotions and the effects of their behaviour. Children reflect staff's caring attitudes, showing care and concern for others. For example, older children organise fair turns on the slide, checking that children do not bump their heads as they climb and are safely clear before the next child uses the slide.

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

- Staff respond to senior managers' positive attitudes and reflect their commitment to continuously improving the setting. Practical changes to the supervision process mean that all staff receive regular supervision that successfully supports them in developing their practice.
- Staff understand what children are learning and confidently plan what they need to learn next, ensuring that all children make good progress. Staff are clear about the intention of activities. They creatively include children's interests so that their attention is quickly captured. Senior managers support staff in identifying where children need extra support, helping to ensure that no child falls behind in their learning. They use additional funding effectively to further promote children's development.
- Staff support children well in developing their language and communication skills. They introduce new vocabulary and offer children opportunities to use this. For example, young children talk about 'pilots' and 'co-pilots' when making a role-play aeroplane. Older children's involvement in discussions supports them in understanding the rhythm of conversations. For instance, they ask staff members 'what did you do at the weekend?' and listen carefully to the response.
- Thoughtful procedures and the good use of resources support children in gaining a realistic awareness of differences. For example, children enjoy sharing their 'all

about me' books. They discuss and compare their favourite things and look at the photographs, where they note differences in family compositions and traditions.

- Children show a growing enjoyment of books and reading. Older children choose a favourite book and join in as they remember the words. They eagerly predict what will happen next.
- Staff understand the roles of other professionals and build good partnerships with them. This helps to ensure that children's needs, including those with special educational needs and/or disabilities, are understood and met and they receive consistent, well-tailored support.
- Parents speak highly of the setting. They report that staff communicate well and support them in understanding and promoting their children's development. They particularly note the 'friendly, homely environment' and the sensitive procedures for helping children to settle.
- Staff generally encourage children to extend their thinking. For example, after planting seeds, children build on their knowledge as they study and paint different vegetables. Staff extend this further as they offer children scissors to cut round their paintings. However, staff do not consistently make the best use of opportunities to encourage children to think further, explore ideas and solve problems, particularly during their spontaneous play.
- The routines for older children during periods of transition, such as lunchtime, are not always as well organised as possible. At these times, children become restless and the noise levels rise. This makes it difficult for children to listen and engage.

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:

- support staff to consistently encourage children to think further, explore their ideas and find solutions to questions and problems as they arise during play
- review the procedures for older children at times of transition, such as lunchtime, so that they continue to have appropriate play opportunities and remain engaged.

Setting details

Unique reference number	EY439295
Local authority	Essex
Inspection number	10316815
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	54
Number of children on roll	101
Name of registered person	Rogers, Christine Margaret
Registered person unique reference number	RP513903
Telephone number	01376553077
Date of previous inspection	8 May 2018

Information about this early years setting

Kidorable Pre School And Childcare Services registered in 2011. The setting employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The setting provides funded early education places for two-, three- and four-year-old children. Additionally, it offers a before- and after-school club and holiday care for older children.

Information about this inspection

Inspector
Kelly Eyre

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 this setting.
- A senior manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with a trainee manager.
- Meetings were held between the inspector and senior managers (one of whom is the setting owner). The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times 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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