

Inspection of KidsStop

Barry Primary School, Barry Road, NORTHAMPTON NN1 5JS

Inspection date: 13 September 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 are happy when they arrive at the pre-school. They are excited to see the staff and their friends. Staff respond to children's emerging needs as they cuddle and reassure children. New children settle well and quickly gain confidence to explore their new environment. Children develop strong bonds with their key person and other staff in the pre-school. This means children feel safe and secure which supports their emotional well-being. Children access a range of stimulating activities and soon become immersed in their learning. Staff plan an ambitious curriculum that promotes children's independence, follows their interests and build on what they know and can do. As children explore the play dough station, they independently investigate mixing water and flour until it becomes the right consistency to make play dough.

Children behave well. They understand the boundaries and show respect for each other and the environment. Staff model good behaviour and remind children to use 'kind hands' as they learn to share with their friends. Children instinctively help their friends. They share glue and sequins in the creative area as they create a picture together. Staff praise children, building their self-esteem and confidence to try new skills.

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

- The manager and staff provide good-quality care and education for all children. They know the children well and plan a broad range of experiences that engage them in their learning. For example, when children find a worm, staff create an area where they can investigate real worms, snails, and other mini beasts further. However, adult-led activities, are not as well planned. Learning intentions are unclear and children do not always learn the skills and knowledge that are intended.
- Children with special educational needs and/or disabilities are supported well. They receive the extra support and resources they need to enable them to take part in activities. Staff create plans to ensure that children's needs are considered. Staff closely liaise with parents and outside agencies. This helps maintain the continuity of care both in the setting, and at home.
- Staff support children's early mathematics well. They weave mathematical language into every interaction. For example, using more or less as children pour milk at snack time, longer and taller when building a wall in the construction area, and number names as they count how many fish the children can catch in the water tray.
- Overall, teaching is good and the children are well supported. Staff interact well with children, asking questions to build on what they know. For example, as children paint stones, staff talk about the colours they are using and what would

happen if they mix them. However, staff do not always identify when quieter children or those with English as an additional language, need support to join in with learning experiences. As a result, not all children make the progress they are capable of.

- Staff promote children's independence throughout the day. They provide an environment where children can choose activities and resources according to their interests. At snack time, children select fruit and use a knife to cut up a banana and a spoon to scoop the flesh out of a kiwi. Staff encourage younger children to have a go, knowing they will be supported if needed. Children can complete many self-care tasks, for example, washing their hands, putting on their shoes, and going to the toilet.
- Managers and staff have a good understanding of how to keep children safe. Risk assessments are in place. Staff complete daily safety checks to ensure the resources and the environment children access are safe and secure. Children have space to explore the pre-school safely. They take managed risks, such as using scissors to cut paper as they strengthen their hand muscles and use china crockery as they play in the role play area.
- Staff have positive partnerships with parents. Parents appreciate the information they receive about children's care, during daily handovers. Staff provide ideas on how to continue learning at home. This helps to build positive relationships between home and pre-school.

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:

- strengthen the planning and implementation of adult-led activities so that staff are clear about what skills and knowledge they want children to gain
- consider ways to encourage all children to join in with learning experiences, to support their development and progress

Setting details

Unique reference number	EY481252
Local authority	West Northamptonshire
Inspection number	10343010
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	2 to 10
Total number of places	24
Number of children on roll	60
Name of registered person	Sexton, Nicola Louise
Registered person unique reference number	RP513998
Telephone number	01604 234576
Date of previous inspection	27 September 2018

Information about this early years setting

KidsStop was registered in 2014. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications from level 2 to level 5. The setting opens from 8am to 6pm, Monday to Friday, term time only. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Annette Franklin

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 the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke with parents to gain their views and opinions of the pre-school.

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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