

Inspection of Kids World Dearne

Dearne Enterprise Centre, Rotherham S63 9PG

Inspection date: 5 March 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children love attending this nursery. They arrive happy and are excited to start their day. Parents, carers and children are greeted by their key person. Staff share information so that parents feel confident and comfortable as they leave their babies and toddlers. Staff know children well and create a wide range of engaging and stimulating activities for children to explore. Children start the day exploring a basket of familiar objects so that they settle well. Children develop close bonds with staff. Staff model language as they narrate children's play and encourage children to repeat words. Staff create a calm and uncluttered environment.

Staff are emotionally available for children. They use body language, facial expressions and eye contact as they communicate with babies. As a result, children thrive and show high levels of well-being. Children make excellent progress from their starting points in development. Staff promote a love of reading and stories. Children handle books with care as they turn pages and lift flaps. Staff describe the parts of the book saying, 'front' and 'back.' They share key books and rhymes so that children hear repetition and have opportunities to practise and remember what they have learned. Children learn to socialise as they sit together at the table and share healthy meals. Staff teach children simple sign language, such as 'please' and 'more,' to support their communication.

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

- Young children enjoy songs and playful games at circle time. Children learn to take turns as they guess who is hiding under the scarf. Staff sing a 'hello' song and include children's names. Children are exuberant and gleefully clap with the rhythm. However, on a few occasions, staff sing quickly and children are not able to identify words in the flow of language, to develop their communication skills further.
- Children explore sensory experiences, such as water. They use real equipment and natural resources, such as jugs and fruit. Staff encourage children to explore. They pour water on children's feet to entice them into the play. However, on occasions, staff intervene quickly while children are still exploring. For example, they lift children to stand in the water while they are exploring the sensations with their feet.
- Staff nurture children to promote their well-being, joy and engagement. Leaders and staff work together to design a curriculum that is ambitious and adapted for each child, particularly those with special educational needs and/or disabilities (SEND). Staff understand the curriculum and embed it in practice. They share the curriculum with parents so that they can celebrate children's achievements.
- Leaders and staff are dedicated and the key-person system is strong. Staff have high expectations of children. They share observations with parents on an app

and carefully monitor children's progress. Staff recognise children as individuals and develop learning plans and next steps for learning.

- Staff develop strong partnerships with parents and establish a sense of belonging and trust. Parents speak glowingly of the setting. They say that their babies are babbling and making 'brilliant' progress from their starting points. Parents comment that staff build fantastic bonds with their children, who skip happily to nursery and talk about their key people at home. Parents appreciate the updates they receive on the app and the detailed feedback in daily conversations.
- Leadership is very strong. Leaders have a vision for promoting inclusion. Staff work closely with other professionals and share detailed information to support parents. Children make good progress, especially those with SEND. Staff support children with SEND to develop their language and social skills and be part of the nursery community.
- Children play outside each day and make regular trips to the local library and shops. Staff recognise individual children's needs and create opportunities for children to explore physical skills and to regulate their emotions. For example, children bounce excitedly under a flow of bubbles. Staff create seated areas and share stories to include babies and non-mobile children.
- Leaders collaborate with staff and spend additional funding to extend the learning opportunities for children. For example, they have purchased waterproof clothing so that children can play outside in all weather.

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:

- plan group times so that children can hear the words spoken more clearly, to help them to develop their language
- strengthen staff's skills in recognising when children need more time to explore activities independently and develop confidence in their own abilities.

Setting details

Unique reference number	EY540554
Local authority	Barnsley
Inspection number	10380504
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 2
Total number of places	15
Number of children on roll	15
Name of registered person	Kidsworld-Childcare Ltd
Registered person unique reference number	RP540549
Telephone number	01709 889611
Date of previous inspection	12 June 2019

Information about this early years setting

Kids World Dearne registered in 2016 and is located in Barnsley. The nursery employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3. It opens all year round, from 8am and 6pm, Monday to Friday. The nursery offers government funded childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- Leaders showed the inspector the areas used by the nursery and explained how the provision is organised.
- The inspector held a number of discussions with staff and leaders.
- The inspector looked at relevant documentation.
- The inspector observed play and interactions between children and staff.
- Leaders participated in joint observations of staff with the inspector.
- The inspector observed planned activities and play inside and outside.
- The inspector spoke to 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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