

Kiddycare Little Willows

Willowbrook Primary School, Roborough Green, LEICESTER LE5 2NA



Inspection date	8 January 2019
Previous inspection date	13 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff pay high regard to children's personal, social and emotional development. They get to know children well and build strong bonds with them. Staff take time to talk to children's parents, getting to know the family's background and their child's experiences. Children, including the youngest, settle quickly and are happy, confident and eager to learn.
- Partnerships with parents are very positive. Parents are warmly welcomed into the nursery and are kept well informed about their children's care and learning. Staff routinely share children's learning experiences and provide helpful tips and ideas on how parents can support their children's learning at home.
- Staff have a good understanding of how children learn and develop. They use some effective teaching strategies to support their learning. Staff quickly identify when children's development is less than typical for their age and take effective steps to address this. By the time children leave, they have made good progress given their starting points, and are catching up well.
- Children behave well. Staff are good role models and sensitively help children to understand expected boundaries and acceptable behaviour. Consequently, children learn how to share, take turns and respect each other.
- The ambitious management team is fully committed to the continual development of the nursery. They and staff are passionate about their work and are motivated to achieve the best possible outcomes for children.
- There are few opportunities for children who enjoy playing outside to access and enjoy outdoor activities, in order to support their all-round development further.
- At times, staff do not adjust teaching during planned activities as well as they could, to consider the varying needs of the different ages of children.

What the setting needs to do to improve further

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

- increase opportunities for children to have access to outdoor play and activities, to help strengthen their overall development
- adapt teaching and planned experiences to suit the different ages of the children.

Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a number of joint observations with the nursery manager. She spoke with staff and children during the inspection.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector had a tour of the premises.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Claire Muddimer

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Robust procedures are implemented to ensure that staff working with children are suitable to do so. The management team and staff regularly attend training in child protection and wider safeguarding issues. They have a secure knowledge of the procedures to follow if they have a concern about a child. Effective arrangements help to secure early intervention and support for children, if this is required. Staff are qualified or are working towards attaining a qualification. All staff are supported well by the management team to continue to build on their knowledge, understanding and skills. For example, they attend external and in-house training and undergo focused supervision sessions. Strong partnerships with external agencies and services help to meet children's individual needs and promote their safety and welfare. Parents speak very highly of the setting. They comment positively about how their children have 'grown in confidence' and are 'ready for school'.

Quality of teaching, learning and assessment is good

Staff make good use of information gathered from parents when children first start at the nursery. They accurately identify what children can do from the start and establish their interests. Staff complete regular observations of children as they play and track their progress effectively. Overall, staff plan well for children's individual learning needs. High priority is given to helping children develop their communication and language skills. Staff talk and listen carefully to children as they play and during group activities. Children quickly develop their confidence as they contribute and take part in circle time. Staff model and repeat words and phrases. They introduce new vocabulary alongside visual aids and actions to help children to understand. As children explore dough, they explore how they can 'stretch' and 'squeeze' it.

Personal development, behaviour and welfare are good

Children confidently enter the safe, welcoming and well-organised environment and settle quickly to their choice of play. They are supported successfully by staff, which helps to make sure children remain engaged and focused for sustained periods of time. Staff promote and model good hygiene practice. Children learn to manage their own personal needs. They wash their hands before eating and learn how to brush their teeth and look after their own dental health. Snacks and meals include healthy and nutritious food. Children enjoy the social occasion as they sit at the table. They gain independence and learn to use cutlery safely, pour their own drinks and serve their own food.

Outcomes for children are good

Children are well prepared for their next stage in learning and their eventual move to school. They practise their mathematical skills as they count objects and recognise and name shapes as they play. Young children show a strong sense of satisfaction as they successfully and repeatedly complete puzzles. Children enjoy listening to stories and practise making marks in different ways, for example using pens on white boards and their fingers in rice and lentils.

Setting details

Unique reference number	EY419439
Local authority	Leicester
Inspection number	10060007
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	45
Number of children on roll	60
Name of registered person	Kiddycare Limited
Registered person unique reference number	RP903439
Date of previous inspection	13 April 2015
Telephone number	01162 410205

Kiddycare Little Willows registered in 2011. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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