

Inspection of Kiddycare Nursery

71 Melton Road, Leicester, Leicestershire LE4 6PN

Inspection date: 18 May 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are at the heart of this outstanding nursery. They are incredibly happy and confident. The passionate childcare staff provide the utmost care and attention to the children, who form extremely warm and loving relationships with their key members of staff. Children are safe, emotionally secure and able to learn from all the many rich experiences on offer. Children confidently access the abundance of vibrant activities that staff have set up to ignite their senses. They splash bubbly water with their hands, explore frozen flowers in water and ice, jump onto soft-play stepping stones and listen to enthusiastic staff singing nursery rhymes and songs. The sound of laughter resonates throughout the nursery.

Children's behaviour is exemplary. They fully understand what is expected of them as staff teach the children manners and behavioural expectations, right from the youngest children to those preparing for school. For example, when staff shake a tambourine, children immediately stop what they are doing and listen with intent. This is embedded into practice throughout the nursery. Staff are positive role models and have high expectations for children. As a result, children are incredibly polite and share the resources. For example, a child asks another child if they can borrow a shovel. The child responds immediately, saying, 'Yes, of course you can,' and is then thanked by the child for their kind sharing.

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

- All children enjoy a wealth of ambitious and carefully planned learning experiences. They are appropriately challenged and supported to move on to their next stage of learning by staff. For example, children become deeply engaged as they mould seashells into play dough, and staff talk about the pattern and imprint. Staff hold the shells up to children's ears and ask them what they can hear. Children respond with excitement, saying they can hear the sea. Staff encourage the children to talk about their own experiences of being at the seaside.
- Children's communication skills are developing to the highest standard. Staff provide a constant commentary and use all opportunities to build children's language. Babies babble during their exploratory play and confidently crawl to the next inviting activity. Young children learn new words, such as 'pips', 'flesh' and 'stripy rind', as they cut their own snack. Pre-school children show deep-level thinking and are able to confidently talk about and model what they know when they plant seeds.
- Staff skilfully help children to become fully independent from a young age. Babies feed themselves competently, and older babies and young children independently wash and dry their hands. Pre-school children manage their own personal care needs exceptionally well, recognising when friends need support

and confidently offering help. They wipe tables and sweep the floor. This gives them a real sense of independence and responsibility.

- Staff support children to have a very strong understanding of healthy lifestyles. The nursery chef provides home-cooked meals that are balanced and nutritious. Staff talk to the children about healthy food, and children are highly engaged in conversations about what vegetables they like to eat. Their oral health is supported exceptionally well through supervised toothbrushing.
- Children with special educational needs and/or disabilities are supported to the highest level. The special educational needs coordinator applies her extensive knowledge to tailoring individual support plans for children. Staff work together with other professionals, such as speech therapists and early years support teams, to devise strategies and targets. Staff are consistent in following the plans. As a result, children make excellent progress.
- Staff provide an inclusive and child-centred experience, which creates a sense of belonging for all children. Children who speak English as an additional language are given the best possible support. Staff speak to children in their home language and English. As children progress through the nursery, the need to speak in dual language diminishes as older children can competently communicate using the English language.
- The inspirational management team is passionate about ensuring that staff are well supported and happy in their roles. Staff receive regular supervision sessions and peer-on-peer observations. Professional development targets for staff are designed to inspire and encourage them to continually expand and build on their already excellent knowledge. They discuss and evaluate the impact that their ongoing professional development has on the children and the setting. Staff speak with enthusiasm about their roles and how they love working at the nursery. They say the best part of their role is seeing the children progress.
- Parents are incredibly happy with the communication, care and support that their children receive. They express their confidence about how happy their children are and how much progress they make. They comment on the detailed support that their children receive to prepare them for school and how strong their relationships are with the manager and staff.

Safeguarding

The arrangements for safeguarding are effective.

All staff prioritise children's well-being and safety in this setting. They have an excellent knowledge about how to recognise signs and symptoms of abuse. Staff speak confidently about the processes for making referrals to outside agencies if they have a concern about a child's welfare or if there is an allegation against a member of staff. All staff have a secure knowledge of wider safeguarding issues, including the risk of radicalisation, county lines and female genital mutilation. Staff can identify patterns of behaviour that would cause concern and know how to report them. Leaders complete rigorous recruitment checks to ensure that staff are suitable to work with children, giving children's safety the highest priority.

Setting details

Unique reference number	226969
Local authority	Leicester
Inspection number	10280827
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 8
Total number of places	65
Number of children on roll	121
Name of registered person	Kiddycare Limited
Registered person unique reference number	RP903439
Telephone number	0116 2680258
Date of previous inspection	24 August 2017

Information about this early years setting

Kiddycare Nursery registered in 1996. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including the area manager with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ali Lancaster

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 setting's manager joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector completed a joint observation with a manager.
- Meetings were held between the inspector and the managers. 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023