

Kiddycare Little Willows

Willowbrook Primary School, Roborough Green, LEICESTER, LE5 2NA



Inspection date

13 April 2015

Previous inspection date

13 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are confident learners. Their social and emotional development is given a high priority by staff. As a result, relationships between each child, their key person and other members of staff are good.
- Staff obtain clear information from parents and skilfully use initial assessments of children's abilities to build on what they already know and can do. As a result, all children make good progress towards the early learning goals given their starting points.
- Staff liaise effectively with parents and with other professionals and agencies, so that they work well together to ensure that children are well supported.
- Staff know how to safeguard children because they receive good training. Managers ensure that staff consistently implement policies and procedures that promote children's welfare.
- Leadership and management are good. The management team and staff are motivated to develop the nursery to continue to improve the outcomes for children's learning and well-being.

It is not yet outstanding because:

- Staff do not always model language effectively to promote conversation to further support children's speaking and language skills.
- Staff sometimes place too much emphasis on ready-made templates during craft activities, which can inhibit children's flair and imagination.
- The monitoring of the quality of teaching in the pre-school room is not yet embedded into practice.

What the setting needs to do to improve further

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

- strengthen the process for the monitoring of teaching to highlight any gaps in the provision quickly and effectively to best support the needs of every child, particularly within the pre-school room
- allow children greater opportunities to use their flair and imagination during craft activities, in order to make and create their own ideas
- use every opportunity to model language during children's play to enable them to practise what they hear, supporting and enhancing their language and communication skills.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held meetings with the manager and the nominated individual of the provision.
- The inspector carried out two joint observations with the manager.
- The inspector looked at a range of documentation, including children's records, evidence of the suitability and qualifications of staff working in the provision and a sample of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Alex Brouder

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Planning and assessment are focused on children's individual needs. As a result, children develop the skills they need for starting school. Children are engaged in their play. Good organisation of resources allows children to self-select toys and activities of their choice. This supports their independence and decision-making skills. Children love to explore the outdoors and make good use of the resources accessible to them. They notice that adding sand and mud to the water changes the colour and consistency. Younger children thoroughly enjoy splashing and pouring water from one area to another. Children's artwork is clearly displayed, enabling them to feel proud of their achievements. However, many of these are adult-made templates, which limits children's opportunities to freely explore their own creativity and ideas. Children concentrate well and pre-school children work well in groups. They sit and listen and patiently wait for their turn to speak during circle time. Overall, children's communication and language are well supported. However, during everyday conversations, staff sometimes forget to model language back to children to enable them to hear how words should be pronounced and used.

The contribution of the early years provision to the well-being of children is good

Children receive warm and attentive care from mindful staff who have a good understanding of how to safeguard their welfare. A healthy lifestyle is encouraged by the nursery. Children understand why being healthy is important as they wash germs off their hands. Outdoor play is accessed on a daily basis and children love to dig the raised flower beds in the enclosed sensory garden. A well-established key-person system allows children to settle quickly, supporting their emotional well-being. Staff have established positive links with schools, which helps when children move from one setting to another. Children feel safe at the setting due to appropriate staff deployment and through gentle reminders as they play. They behave well and effective strategies are developed, to help those who may have more challenging behaviour.

The effectiveness of the leadership and management of the early years provision is good

The nursery is led by a management team who are passionate and committed to providing high-quality care and education for children. Good security systems ensures that only known persons are allowed entry to the setting. All staff are aware of their responsibilities, to keep children safe and protect them from abuse and neglect. Robust recruitment and vetting procedures are in place, ensuring staff are safe and suitable to care for children. Staff are well qualified and a programme of ongoing training supports their professional development. As a result, children are supported in making good progress in their learning. Gaps in children's learning are quickly identified and interventions are sought, when necessary. The manager takes time to monitor staff and has identified some weaknesses. However, support for staff in the pre-school is in the early stages and not yet embedded into practice. As a result, the quality of some teaching in this area is not yet strong. Staff work effectively in partnership with parents and a range of professionals.

Setting details

Unique reference number	EY419439
Local authority	Leicester City
Inspection number	850089
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	45
Number of children on roll	69
Name of provider	Kiddycare Limited
Date of previous inspection	13 October 2011
Telephone number	01162 410205

Kiddycare Little Willows was registered in 2011. It operates from two rooms in a purpose built building within the grounds of Willowbrook Primary School. The setting employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at levels 2 and 3. The manager holds an Early Years Teacher qualification and one other member of staff has a degree in Early Childhood studies. The setting opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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