

Inspection of Kiddycare Little Willows

Willowbrook Primary School, Roborough Green, LEICESTER LE5 2NA

Inspection date: 30 October 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

Staff are passionate about what they want children to learn. They plan activities to support children in their learning, and they celebrate children's achievements. When children correctly identify shapes for the first time, staff praise them and motivate them to learn and name further shapes. Leaders and staff place high importance on communication and language development. Staff create a language-rich environment by supporting children with visual aids, such as pictures and Makaton signs. They respond to children's communication attempts and gestures by modelling the language they need. For example, when children point to the drink area, staff respond by asking, 'Would you like a drink?' and follow this with the Makaton sign. As a result, children make good progress in their communication and language skills.

Staff value relationships with parents and carers. Leaders are passionate about families feeling part of the nursery community. Before children start at the nursery, staff gather information about their home life. They use this information to provide a flexible settling-in process for children. Staff understand that supporting children to settle at their own pace supports happiness. As a result, children are happy to attend and build strong bonds with their key person. Staff keep parents up to date with daily feedback and regular meetings. Parents comment on how they appreciate the care and support the leaders and staff offer.

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

- Leaders and staff have a clear curriculum intent that focuses on the unique child. Teaching supports children's emotional security and the development of their character. As a result, children are gaining a good understanding of what makes them unique. For example, children recognise that they have different coloured eyes from their friends.
- Staff know what it is that they want children to learn. They use regular assessments and information from parents to plan opportunities for children. For example, staff work with younger children on supporting friendships. Through ball games, children learn how to play cooperatively in a group. Consequently, children make good progress towards their next steps.
- Leaders have a clear and ambitious vision for providing high-quality inclusive care. They identify and support children with special educational needs and/or disabilities. Leaders and staff are proactive to ensure that long wait times for additional services do not impact children. For example, staff implement speech strategies for children who are waiting for assessment.
- Overall, the curriculum supports children to build positive attitudes to learning. Children show high levels of curiosity and concentration when creating models at the play dough table. However, at times, the routine can interrupt children's play.

As a result, children do not always have the opportunity to play without interruption and deepen their learning.

- Staff support children to learn the skills they need for the next stages of their education, such as developing their social skills and fine motor skills. For example, during a water activity, staff help children learn how to squeeze pipettes. Staff encourage children to practise what they have learned and show their friends how to use pipettes.
- Staff promote healthy eating for children. They encourage children to cut their fruit and pour their drinks. Staff support children to try new fruit by describing the colours, textures and tastes. This promotes independence and helps children to make healthy choices.
- Children learn to respect and celebrate each other's differences. They develop an understanding of cultures beyond their immediate family experience. Leaders and staff understand the importance of supporting children's home language and celebrate diversity. As a result, children who speak English as an additional language feel safe and secure.
- Staff promote outside play and provide opportunities for physical development. Children develop their coordination and balance as they enjoy using ride-on toys. Leaders are keen to develop outside play opportunities by creating a forest school area to provide children with further opportunities to strengthen their physical skills.
- Leaders are supportive of staff and support their well-being. They offer regular supervision and discuss any training needs staff may have. For example, staff have the opportunity to complete special educational needs training. This supports staff to widen their knowledge on how to support children with additional needs. Staff say that they feel happy and supported in their role.
- Leaders and staff use additional early years pupil premium funding to offer support to children who receive it. Staff identify what children need to learn and provide support for children to progress. For example, staff provide fine motor activities for children who need support with one-handed tools, such as using scissors.

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:

- support staff to consistently recognise when to allow children to continue in their play without interruption.

Setting details

Unique reference number	EY419439
Local authority	Leicester
Inspection number	10363751
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 4
Total number of places	45
Number of children on roll	62
Name of registered person	Kiddycare Limited
Registered person unique reference number	RP903439
Telephone number	01162 410205
Date of previous inspection	8 January 2019

Information about this early years setting

Kiddycare Little Willows registered in 2011 and is located in Roborough Green, Leicester. The nursery employs nine members of childcare staff. Of these, seven 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 8.30am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Butterwick

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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