

Inspection of Kidscount Childcare Limited

Kids Count Childcare Limited, Hartford Primary School, Riddings Lane, Hartford, Northwich, Cheshire CW8 1NA

Inspection date: 23 August 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children come into nursery happy and eager to start their day. They typically explain that they enjoy their time here, saying 'Mummy is fun, but pre-school is better.' Staff create a nurturing environment, where children feel content and cared for. Babies who are new to the nursery receive lots of cuddles and reassurance from staff. As a result, they settle quickly. Older children are exposed to a social environment, where staff build their confidence to be able to express their feelings and be mindful of others. Children are developing into respectful and self-assured individuals. Staff promote positive interactions with others. For example, they consistently encourage children to share and take turns. The environment is orderly and children behave well. Staff follow children's interests well, which maximises opportunities for learning. For example, as children's attention diverts from one activity to playing with the musical instruments, staff follow the children's lead. They encourage them to listen to the different sounds. This engages children in experiences for longer and captures their interest in learning new things.

Staff provide a curriculum that expands children's experiences and helps them to make good progress in all areas of their learning. For example, babies smile with content as staff support them in mastering their physical skills on the indoor slide. Older children develop their mathematical knowledge during water play, when staff help them understand concepts, such as full and empty. Staff take all children out on walks and trips, to parks and farms. This helps to expand children's knowledge about the world around them.

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

- The managers ensure that children are prepared for their next stage in learning. They have created a broad curriculum that has a strong focus on children becoming secure and confident individuals. Staff have been involved in developing the curriculum and the skills that they want children to achieve at each stage of their development. This knowledge helps them to sequence children's learning, so they skilfully build upon what they already know and can do. This helps children to make continuous progress.
- Staff instil a love of reading in children. They provide books in all areas of the environment, so that children can readily access them at all times. Babies snuggle up with staff to read stories. They learn to turn the pages, point and say simple words. Older children listen intently as staff read stories to them. Children are learning print has purpose.
- Staff support some aspects of the curriculum for communication and language well. During play and group story times, they help children to develop good listening skills. Staff introduce new words to children and model how to extend sentences. However, they do not consistently promote children's speaking as

effectively as possible. Staff do not ask the type of thought-provoking questions that help children think hard to form a response. Additionally, staff sometimes ask a lot of questions in quick succession, which does not give children time to think or respond.

- Staff create consistency for children. They provide children with clear expectations throughout the nursery on how to manage their behaviour. Children respond well to this. For example, staff ask children 'How do we go outside?', and children all happily shout 'walk' in chorus. Rules are well embedded with children and they are learning to regulate their own behaviour.
- Staff effectively promote children's independence. Children confidently wash their own hands. Younger children are taught how to put on their coats. Throughout the day, staff give children opportunities to make choices in their learning. Children are developing into confident and capable individuals.
- Partnership with parents is strong. The effective key-person system helps staff to gather information from parents to ensure they understand children's needs. Staff also share information with parents about children's learning and progress, for example, during parents' evening and stay-and-play sessions. This helps to provide good continuity for children, both at home and nursery.
- Additional funding is used effectively to target ways to meet children's individual learning needs. For example, staff observed that sometimes children need a quiet space, so funding was used to equip this. Children use the calm room to engage in sensory experiences, which help them regulate their emotions. The special educational needs coordinator works closely with other professionals. The well-informed assessment and planning helps children with special educational needs and/or disabilities in particular, to make the best progress they can.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers demonstrate a good understanding of child protection. They understand the procedures to follow if they have a concern about a child or a member of staff. Managers have created a robust recruitment and induction procedure, which ensures that staff are suitable to work with children. The management team have developed a reflective team, who risk assess the environment and act swiftly when a risk is identified. This helps to keep children safe.

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 implement the curriculum for communication and language, in particular, questioning to support children's critical thinking.

Setting details

Unique reference number	2660334
Local authority	Cheshire West and Chester
Inspection number	10307682
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 12
Total number of places	94
Number of children on roll	129
Name of registered person	Kidscount Childcare Limited
Registered person unique reference number	2660335
Telephone number	01606 74100
Date of previous inspection	Not applicable

Information about this early years setting

Kidscount Childcare Limited registered in 2021 and is located in Hartford, Northwich. The nursery employs 20 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. 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.

Information about this inspection

Inspector

Joanne Buckley

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The nominated individual, deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a physical development activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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