

Inspection of Kids' Corner Bridlington Limited

34-35 Queen Street, Bridlington YO15 2SP

Inspection date: 17 January 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are welcomed warmly into the nursery by staff. They happily leave their parents at the door and quickly settle into the nursery routine. Children select from a range of interesting and age-appropriate resources. They are confident in choosing the direction of their play. Children sing songs, join in nursery rhymes and love reading books with their friends and adults. Children's early mathematical skills are supported well by staff. For example, older children count the dinosaurs, recall how many they have counted in total and place the right amount onto the number card.

Staff working with babies and younger children provide a nurturing environment where they engage children in their learning and early conversations. They respond to their babbling sounds, repeating and emphasising words that then become familiar to them. Babies keenly explore the stacking cups and shape sorters. These play opportunities help to strengthen their hand-to-eye coordination, fine motor and problem-solving skills. Toddlers demonstrate their growing confidence as they happily talk to the inspector about the photos displayed on the wall. Older children have high levels of independence and confidence, moving easily between the different rooms. This allows them to make decisions about their learning and the activities they undertake and establish good friendship groups.

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

- The management team is totally committed to the care and education of all children. They have worked well with the local authority early years advisors and responded positively to meet the actions arising from the previous inspection.
- The management team and staff know each child's needs well. This starts with the building of strong relationships with families before a child joins the nursery. Staff get to know the children, are alert to any barriers they face and the knowledge they need to learn next. Such strategies mean that those children with emerging and identified additional needs receive good support. Staff work in close partnership with parents and other professionals to put plans in place to help the children to reach their full potential.
- Overall, staff support children to develop their communication and language skills well. For example, they ask questions to encourage children to talk about their play. Staff build on babies' and toddlers' communication skills, introducing new words while they play. However, while most of the older children regularly voice their ideas and knowledge, staff do not always consider how to encourage those that are less confident to talk and express themselves.
- Staff provide good opportunities for children to develop their literacy skills. For instance, children listen to stories regularly and talk about the characters they see in the books. Staff bring stories to life, encouraging children to re-enact and

use props to extend their learning. Staff encourage children to make marks using a range of materials to help develop their early writing skills.

- Children become independent as they select their toys, manage their lunch boxes and help themselves to drinks. They are provided with a good range of balanced and nutritious snacks which helps to promote the importance of a healthy diet and lifestyle. A good variety of outings in the locality are used to help develop children's understanding of the world they live in and help to support their physical development.
- Children behave well. Staff support them to talk about how they are feeling and to find solutions to problems together. Staff model how to use good manners, share and take turns. Children quickly respond by showing the desired behaviour themselves. They are consistently engaged in their learning. Even the youngest children know the routines to follow, which makes them feel secure and develops their confidence as learners.
- The manager completes regular supervision meetings with staff to review their performance, well-being and children's progress, to ensure that children receive good-quality education and care. She consistently evaluates the ongoing performance of the nursery and considers the views of staff and parents. Staff feel they are managed well, receive good support and are given meaningful professional development opportunities.
- Parents report that they are very happy with their children's progress at the nursery. They say that staff are 'beyond fantastic', very supportive and help them to understand how they can extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of safeguarding and their individual responsibilities to protect children. They recognise signs and symptoms that would cause them to be concerned for a child's welfare and know how to identify children that may be exposed to extreme views. There is a robust recruitment process in place and staff suitability to work with children is regularly reviewed. Children are taught effectively how to keep themselves safe. When out and about in the community they practise road safety. Indoors children negotiate the stairs with confidence. They understand that they must hold on to the banister and take their time when descending the stairs.

What does the setting need to do to improve?

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

- enhance opportunities for children who are less confident in speaking, to talk and express themselves.

Setting details

Unique reference number	2647584
Local authority	East Riding of Yorkshire
Inspection number	10260830
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 4
Total number of places	80
Number of children on roll	52
Name of registered person	Kids' Corner Bridlington Limited
Registered person unique reference number	2647585
Telephone number	07395325940
Date of previous inspection	22 September 2022

Information about this early years setting

Kids' Corner Bridlington Limited registered in 2021 and is situated in Bridlington, in the East Riding of Yorkshire. The nursery opens Monday to Friday, 7am until 6pm. The nursery closes on bank holidays and for one week at Christmas. The nursery employs 11 members of childcare staff; the majority of which have relevant qualifications at level 3. The manager has a foundation degree in early years. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents 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.

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