

Inspection of Crazy 4 Kids Radstone Nursery & Out Of School Club

Crazy 4 Kids The Radstone Nursery, Gold Avenue, Brackley NN13 6RG

Inspection date: 5 December 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are eager to get inside the nursery when they arrive, to see what activities they will be doing. They cheerfully greet the staff and their friends and quickly settle to play. Children demonstrate that they feel a sense of belonging at the nursery. They know where to find the toys they want to extend their own play, and they quickly learn the daily routines. Children are confident to select items, such as art and craft resources, to make their own pictures. For example, some use glue and shiny gems to make bauble pictures, and others recall previous discussions about the World Cup and draw their own flags. Staff actively promote children's self-esteem. They comment on children's efforts and achievements, giving them lots of praise.

Children are encouraged to lead their own play. When children show an interest in pretend baking, staff facilitate this. Children engage in conversations with each other and the staff about baking and cooking in a variety of activities. They use lots of mathematical language as they play. Spoons and scoops are used to fill containers with sand and mud outside. Children talk with staff about how long it will take to 'cook'. They make estimations, such as five minutes. Children are keen to discuss what they are doing. They say they are stirring and mixing and use their imagination. They say they are making chocolate cake in the mud kitchen.

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

- The new manager works very well with the staff and has made significant improvements since the last inspection. Effective team working contributes to the improvements being embedded into practice at the nursery. Staff demonstrate a clear understanding of how to implement the curriculum for the children. Ongoing supportive coaching for the staff is in place. Staff make observations of each other's activity with children, and this promotes continuous improvements to the teaching.
- Staff offer children a good range of activities they can choose from freely. The activities are planned around children's interests, and staff speak confidently about what they want children to learn. Children enjoy working together and often move between the activities as a group. However, sometimes, the large group activities and story times are not pitched correctly for all the children taking part, resulting in some children losing interest and becoming distracted.
- Staff's interaction with children is very positive. For example, they talk to children about rolling balls of play dough in their hands and demonstrate how to put them together, making a snowman. Staff refer to a picture of a snowman to help children understand what a snowman looks like. Occasionally, however, staff do not follow spontaneous interests the children show during activities. For example, when children explore Christmas baubles in a tray, they are interested

in the colours and textures. They are keen to use the strings to hang them up, but staff do not follow this emerging interest to extend children's learning.

- Overall, children's communication and language skills are promoted, as staff talk to them during play. They use descriptive words that widen children's vocabulary, including telescope, shiny and helicopter. Children are eager to repeat the words, and they speak confidently to staff.
- Relationships between children and staff are positive. Staff know the children well and anticipate when children need reassurance. Children are confident to approach staff for help when they need it, and they rapidly develop independence. For example, children put their own coat on and change into their wellington boots for outside play. Staff help children to gain confidence to take risks as they play. For example, children know staff are there to help them when they learn to balance on tyres in the garden.
- Children are excited and motivated to join in with the activities. Staff take full account of children's interests when they plan, which promotes children's curiosity. Children listen to staff when they give reminders about the expectations for behaviour. Children respond to the consistent approach from staff when they successfully manage minor disagreements between themselves.
- Parents speak positively about the nursery. They are very happy with how staff support their children and manage any additional needs they have. Parents comment on the effective communication from staff, which helps them continue their children's learning at home. Staff find out information from parents about what children do at home and plan activities to widen their experiences. For children with fewer opportunities than others to read books, staff provide library books. Parents are encouraged to carry out activities linked to the story, to help children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable awareness of how to recognise the signs and symptoms of abuse. They know the procedures for reporting and recording concerns that arise. Staff complete regular refresher training to help ensure their knowledge of safeguarding remains up to date. Staff are vigilant in their supervision of children, both when they are playing and when they are eating, to ensure they stay safe. Thorough risk assessments are in place, and steps are taken to minimise hazards to children. The company has thorough procedures for checking the suitability of staff when they are recruited, and existing staff make regular declarations to confirm their ongoing suitability.

What does the setting need to do to improve?

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

- improve the planning and organisation of large group activities and story times to ensure they are meaningful for all of the children taking part
- improve staff's understanding of how to extend children's learning by following their emerging interests during child-led play.

Setting details

Unique reference number	EY563138
Local authority	West Northamptonshire
Inspection number	10251854
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 10
Total number of places	50
Number of children on roll	75
Name of registered person	Crazy 4 Kids Ltd
Registered person unique reference number	RP907129
Telephone number	01280 811560
Date of previous inspection	23 June 2022

Information about this early years setting

Crazy 4 Kids Radstone Nursery and Out of School Club is located in Brackley, Northamptonshire. It registered in 2018 and is managed by a limited company. The nursery employs six members of childcare staff. Of these, three hold early years qualifications between level 3 and 6. The nursery is open Monday to Friday, during term time, from 8.45am until 3.15pm. There is also an out-of-school club that operates 7.45am until 8.30am and 3.15pm until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Melanie Eastwell

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the manager and discussed the teaching and learning.
- The manager and the inspector completed a learning walk together.
- The inspector held a meeting with the manager and the company early years quality advisor. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to several 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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