

Inspection of Kiddisafe Day Nursery

109 Coleman Road, LEICESTER LE5 4LE

Inspection date:

23 May 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

All children are warmly welcomed into this inclusive nursery. When children first start, staff give them the individual time they need to settle. Children understand the routines and expectations within the nursery. Staff provide a clear explanation before a group activity so that children know it is time to listen and pay attention.

Children enjoy choosing resources to play with, which are carefully chosen by staff to promote their interests. Staff help children to develop their physical skills, for example, as they use the equipment in the garden. Staff frequently include maths in activities and routines, such as counting and weighing, to support children's learning in this area. However, the support for children's communication and language is not strong enough. Although staff identify particular words they want children to learn, they do not consistently support this or regularly prompt children's responses during play. Children are often very quiet. In addition, staff assessments of children's stages of development vary across the team, and delays in children's learning are not progressed quickly enough. Children are not being supported to make the progress they are capable of.

Staff encourage children's exploration and perseverance and will often tell children to 'have a go' or 'you can do it'. Younger children watch staff and then attempt to blow bubbles. Older children pour water with control from one container to another. Staff praise children for their efforts and achievements.

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

- Leaders ensure that the curriculum provides children with a broad range of activities and experiences. They plan outings into the community, such as posting letters or visiting the shops. They arrange for visitors to come into the nursery to talk to children about their different roles, such as a dentist or firefighter. They include parents and carers in celebrating different festivals to promote a sense of inclusion.
- Staff know the children well and keep up to date with any changes to children's home lives that could affect their needs. Leaders are proactive in guiding parents and carers to ensure children's health and well-being is promoted. Staff carry out regular observations to assess children's development and progress. However, the accuracy of children's assessments varies across the staff team. As a result, staff have differing views of children's level of development and where they need support. Leaders are not ensuring that children are making the best possible progress.
- Staff plan small group activities and provide one-to-one focus for children with special educational needs and/or disabilities to help them to make some progress. They use additional funding to purchase specific resources to support

this. However, leaders do not always swiftly identify when a child needs a referral to external professionals. In addition, they do not ensure they have all of the relevant information needed in order to inform the referral. Consequently, some children do not progress quickly enough.

- Staff interact positively with children. Children respond well to this and show enthusiasm for the activities on offer. However, staff are not consistent in supporting children's communication and language skills. Leaders have identified this as an area of development for several staff and are rolling out a programme of training across the nursery. The process for supervising staff is also being developed. Leaders undertake regular observations of staff practice. However, they are not yet supporting staff to identify what it is about their own practice they could improve upon.
- Children benefit from healthy practices and activities within the nursery. They learn about the importance of brushing their teeth, and parents explain how this is extended to home. They have a range of healthy meals and snacks. Parents comment on how children are now enjoying a greater variety of foods as a result of the menu at the nursery.
- There are robust recruitment procedures for the appointment of new staff. Careful consideration is given to the process to ensure that chosen candidates have appropriate knowledge and skills for the role. Staff have a confident understanding of how to recognise and manage safeguarding concerns about children.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that staff provide effective support for children's communication and language development	23/06/2025
undertake accurate assessments of children's development to clearly identify what they need to learn next and ensure they make the best possible progress	23/06/2025

ensure that delays in children's development are quickly identified and that they are given appropriate support to help them to make rapid progress.	23/06/2025
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To further improve the quality of the early years provision, the provider should:

- improve the procedures for the supervision of staff to clearly identify where they need to improve their practice and provide appropriate support to raise the quality of teaching.

Setting details

Unique reference number	EY402808
Local authority	Leicester
Inspection number	10393633
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 6
Total number of places	46
Number of children on roll	106
Name of registered person	Kiddisafe Ltd
Registered person unique reference number	RP906093
Telephone number	01162762422
Date of previous inspection	9 December 2019

Information about this early years setting

Kiddisafe Day Nursery registered in 2010 and is in Leicester. The nursery employs 20 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 4 and 16 at level 3. The nursery is open from 7.45am until 6pm, Monday to Friday, term time and 8am to 3pm during school holidays. The nursery provides funded early education for children aged ten months to four years.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, pre-school room lead and inspector completed a learning walk of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual, marketing manager and manager about the leadership and management of the nursery.
- 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 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 activities with the manager.
- Parents and carers shared their views of the nursery with the inspector.
- The nominated individual provided the inspector with a sample of key documentation on request.

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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