

# Kautars Kinder Crew

281 Meanwood Road, Leeds, LS7 2JD

<b>Inspection date</b>	13/05/2013
Previous inspection date	02/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy and relaxed in the warm and welcoming nursery. They form sound attachments with staff, which helps them to settle quickly and enjoy their learning.
- Children's safety is appropriately promoted through the implementation of sound safeguarding and welfare procedures, which helps to keep them safe at all times.
- Children make sound progress in their development because the staff provide sufficient experiences that stimulate learning and meet their individual care needs well.
- Staff use their diverse language skills to work well in partnership with parents. This means that they are able to meet and understand the cultural and learning needs of the children.

### It is not yet good because

- Some children's learning is restricted because staff do not always use information about their next steps in development to plan challenging experiences.
- Staff do not use all opportunities to broaden children's understanding of numbers and number language during daily routines and play to extend and further develop their early mathematical skills.
- Children's understanding of information and communication technology is not fully extended to enhance and promote their learning further in this area.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in all main playrooms and the outside play areas.
- The inspector held meetings with the manager and deputy manager.  
The inspector scrutinised a range of documentation; children's assessment records, evidence of staff suitability, policies and procedures, complaint investigation records,
- self-evaluation documentation, children's information sheets and the risk assessment records.
- The inspector took account of the views of two parents spoken to on the day.

## Inspector

Shazaad Arshad

## Full Report

### Information about the setting

Kautars Kinder Crew was registered in 2009. It operates from a detached building in the Meanwood area of Leeds. The nursery is accessible to all children and there is an enclosed area available for outdoor play. It opens Monday to Friday all year round from 7.30am to 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 60 children on roll.

The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 13 members of childcare staff. Of these, two staff hold qualifications at level 6 and all other staff hold appropriate early years qualifications at level 3. The manager is supernumerary and the nursery also employs a cook and cleaner. The nursery receives support from the local authority.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the observations and assessments to consistently take into account each child's progress against all aspects of each of the seven areas of learning by considering their age and stage of development and using this information to plan and shape learning experiences for each child.

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

- increase children's opportunities to use and talk about numbers in everyday activities and play to increase their early mathematical skills by, for example, exploring counting games during small world games
- extend opportunities for children to select and use the available information and communication technology resources more effectively to enable them to increase their progress in this area of learning by, for example, using the existing computer more frequently.

### Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

Staff have a satisfactory knowledge and understanding of the learning requirements of the Statutory framework for the Early Years Foundation Stage. Parents complete an 'All about me' booklet, which contains information about their children's capabilities, likes and dislikes. Staff use this information and their initial assessment of the children, to plan for when they first start at the nursery. As a result, children settle quickly into the nursery. They are beginning to use the information gathered to complete children's progress check at age two years. The educational programmes have satisfactory depth and breadth across all areas of learning. Staff undertake regular observations and assess where children are in their development, however, the assessment arrangements are very recent. Consequently, tracking of children's progress is not consistent to quickly identify next steps in some children's learning. As a result, information on how the planned experiences are challenging and linked to individual children's next level of development is not fully robust. The children's learning journeys are shared with parents and they confirm they are starting to add information on their learning from home.

Staff foster children's communication and language very well. They ask children some open-ended questions in their home languages, which enable children with English as an additional language to think about what they are doing and hold purposeful conversations. One example of this is when the children are completing their own artwork. Staff ask them about their paintings and how they have made them. They talk about their experiences and help them to use their imagination by asking questions. For example, 'what can you put on top of the paint?'. Children respond with suggestions, such as 'glitter or sand'. Staff extend this conversation by asking them, 'what do you think the glitter does?' Children think for a while and tell the staff, 'it will make it shine'. These activities also provide the children with experiences to be creative and express their ideas.

Younger children have opportunities to express their language as they sing popular songs and talk with staff constantly. Staff provide for the children to be engaged and motivated in their play as they become involved and focused on what they are doing. Children enjoy activities to aid their physical development. Children use the outside equipment well to learn to climb and balance and ride sit-and-ride toys skilfully as they negotiate obstacles around the large grassed area. There are plenty of opportunities for children to practise their handling skills. Children throw balls and climb the different levels in the outdoor area. The children are drawing patterns and are beginning to follow lines, which also aids their early writing skills. Children draw recognisable shapes, such as circles and squares. They can recognise shapes in the environment, for example, they point out shapes they see around them. They have further opportunities to learn about shape, space and measure as they compare the small world animals. For example they recognise the giraffe is tall and has a long neck. Children can observe similarities and differences in the small world animals and talk about animal noises. However, children are not always provided with a wide range of experiences to help them further develop their counting skills or to better recognise numbers in their play. This means that their progress in this area is not always maximised.

Young children have opportunities to use cause and effect toys, such as push button games and musical shape sorters. They enjoy pressing the buttons and watching the colours and listen to the musical noises. Staff encourage this and help children repeat their actions. Although the pre-school room has a computer with suitable games for the

children to use, this equipment is not always independently available. Therefore, children do not always have independent access to it. They are not fully encouraged to regularly use a simple programme on a computer or practise the use of technical equipment, such as a mouse. Similarly, children do not independently access remote-controlled toys to help their information and communication technology skills.

Children enjoy listening to stories. They participate and make actions and staff occasionally use props to aid concentration. Children look at books independently and turn the pages carefully and together discuss the pictures. These experiences help the children to realise that the print has meaning, which in turn helps them in their readiness for school and reading.

### **The contribution of the early years provision to the well-being of children**

Babies and children are developing close relationships which are warm and caring with both staff and each other. They show a developing sense of belonging and are at ease to go to staff for comfort, reassurance and support. Each child is assigned to a key person who is the main point of call for that child or their parents. Key persons confirm that they know the children in their care and understand their individual needs. For example, they are able to explain one of their key children does not like loud noises. They work in partnership with parents with such things as potty training and sleep routines. Consequently, staff are able to provide consistency of care. Children generally know where things belong in the nursery and help to tidy away when asked. They are beginning to understand boundaries and are learning to show care and concern for others. Staff are suitable role models for children and are calm and consistent in their management of behaviour. They use satisfactory behaviour management strategies and children's self-esteem is enhanced as they receive general praise for good behaviour, effort and achievement.

Overall, children are developing a suitable understanding of safety through everyday discussions and activities that encourage them to explore their environment, particularly outdoors. Staff have recently reviewed safety arrangements for outdoor play and encourage children to think about safety outdoors. For example, children wait patiently in a line as they get ready to go outside. Staff remind them of the safety rules in the outdoors and ask them not to go near the exit gates to the car park. Staff help children to learn to be independent and encourage them to manage their own personal needs. For example, children begin to understand the importance of making sure their hands are clean of paint before they sit down for snack.

Healthy and nutritious snacks and meals are provided during the day. The cook is able to explain how information is relayed on children's dietary needs to the rooms to cater for the children requiring vegetarian or halal foods. Some children are able to serve themselves and make choices about what they want to eat. Babies' individual dietary requirements are discussed regularly with parents and meal times are adapted to suit their needs. They work suitably well with parents to help children settle, for example, daily record sheets are completed for babies, which are shared with parents. These include information about the day's activities and care routines, such as meals, nappy changes

and sleep times. Staff also follow appropriate nappy changing arrangements and details are recorded for parents. The nursery has been awarded five stars for hygiene from the environmental health department. This means the nursery environment is clean and well maintained to ensure children's good health.

There are sound procedures in place to ensure that babies and children have a smooth transition from room to room and that their individual care needs are met appropriately. For example, staff pass on the children's learning records and provide time for the parents to visit the new room and meet their child's key person. This enables children to receive a consistent approach to enhance their development and provide continuity of care and learning over time.

### **The effectiveness of the leadership and management of the early years provision**

The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are satisfactory. The inspection took place following notification of an incident concerning children's supervision in the outdoors and general matters relating to children's well-being. Following a full review of an incident when a child was able to be briefly around the car parking area unsupervised, the manager has implemented new arrangements. These arrangements ensure risk assessments are completed by staff prior to outdoor play, notices are used to inform visitors to ensure gates are closed and staff are located by the gates for the duration of outdoor play. This ensures some risks during outdoor play are minimised or eliminated. The manager and her staff team understand the importance of safeguarding the children and plans are in place for all staff to complete on-line training. Appropriate recruitment procedures ensure that the suitability of all new staff to work with children is suitably assessed. Staff know and understand the procedure to follow to report concerns about the welfare of children. All required documentation and other records relating to children and the safe organisation and management of the nursery are satisfactorily in place.

The monitoring of the educational programme is being developed further with the input of early years support from the local authority. However, there is an inconsistent approach to observation and assessment and weakness in the area of assessment of children's next steps of learning. Consequently, the staff are unable to clearly demonstrate if they are able to quickly progress children's learning.

Staff provide a welcoming nursery where all children are included, valued and respected. Children with special educational needs and/or disabilities are catered for through identified plans and individualised one to one support if required. The manager spends some time working directly with the children and consequently, can monitor aspects of the quality of teaching. The manager accepts that the nursery requires improvement to teaching around mathematics and access to resources for technology. Staffing ratios within each of the rooms is maintained and the rooms used are clean and well maintained. The manager and deputy provide appropriate professional supervision for staff. This is achieved with the support of the co-director, who is also involved with the organisation of the nursery.

The developing self-evaluation takes account of the views of staff, parents and children. This leads to an awareness of the strengths of the nursery and the identification of areas for development. The manager has put together an action plan to show how they will address their improvements effectively. Previous recommendations have been addressed regarding self-evaluation and access to book resources. The manager has also responded to recent welfare notices regarding staffing in the baby room, meeting the individual needs of children and ensuring staff handling food have appropriate hygiene qualifications. The matters have all been addressed. Consequently, the manager has a commitment to work to the regulations and to improve the nursery for the benefit of all children.

Appropriate links with agencies and others, who share care of the children, ensure that their specific needs are assessed and that appropriate support is given. The management team has secured good links with two local schools, which has enabled the children to be prepared for transition to school. All parents spoken to at the inspection stated how much they value the nursery and the work of the staff and how they are informed about what is going on in the nursery. They also confirm they are happy with the safety of their child and confirm the staff meet the needs of their children. Parents confirm they are happy with communication through the receipt of regular newsletters, access to the notice board and the verbal feedback at pick up times. The arrangements help to ensure that all children are supported in their care and learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY390997
<b>Local authority</b>	Leeds
<b>Inspection number</b>	910894
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	60
<b>Name of provider</b>	F & K Care Ltd
<b>Date of previous inspection</b>	02/12/2009
<b>Telephone number</b>	0113 2629090

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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