

Kiddicare

Chantry House, 11-13 Watling Street, Bletchley, MILTON KEYNES, MK2 2BU

Inspection date	10/06/2013
Previous inspection date	04/04/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Checks on staff who have regular contact with children are not always timely to ensure they are suitable to work with children.
- There is not a 'no smoking ' policy in place to guide staff as to their responsibilities.
- Some resources for children, such as sleeping areas are not age appropriate. This compromises their safety and comfort.
- Staff do not consistently monitor children's progress or gain information about their starting points, which means assessments of children's learning lack rigor. Parents do not contribute towards children's learning and development at the nursery meaning children do not make consistent progress.
- Staff do not prepare children well for school because there are limited resources and activities to support their mathematical and literacy development.
- Areas of weakness identified in self-evaluation are not suitably addressed impacting upon the quality of care for children.
- The procedure for dealing with complaints is not always followed and an accurate record is not always kept. This is a breach in legal requirement.

It has the following strengths

- Staff support children to make some choices about their care routines.
- Children develop speech through talking with staff as they engage in activities.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed children and staff in all rooms.
- The inspector took into account relevant required documentation such as children's records, policies and procedures and self-evaluation information.
- The inspector held a meeting with the manager.
- The inspector spoke to children throughout the inspection.

Inspector

Hayley Marshall

Full Report

Information about the setting

Kiddicare registered in 2006. The provision is privately owned. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is located in Bletchley, Milton Keynes, Buckinghamshire and is located in a converted building. The baby room is on the first floor. In addition, to the baby room, sleep area and milk kitchen there is a large hall that is used for children's physical activities at this level. Provision is made on the ground floor for children who are aged over two years. A kitchen, toilet and nappy changing facilities are in close proximity to the main rooms where children are based. There are currently 82 children on roll. Of these, 74 are in the early years age group. The nursery collects some children from local schools in an eight seater car. The nursery supports children who learn English as an additional language. It offers full day care, pre-school sessions and after school care. The nursery receives funding for the provision of free early education for children aged three and four years. The opening times are from 8am until 6pm Monday to Friday. Fourteen staff work directly with the children; of these, two have relevant degrees, six are qualified to level 3 in childcare and education, three are qualified to level 2.

What the setting needs to do to improve further

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

- improve the recruitment and vetting procedure to ensure that Disclosure and Barring Service checks are obtained for all staff in a timely manner, and do not allow people whose suitability has not been checked unsupervised contact with children .
- put in place a no smoking policy.
- ensure that equipment used for children, such as the furniture where they sleep, is age and appropriate and safe for their use.
- make use of ongoing observation and assessment of each child's progress against all seven areas of learning; taking account their starting points, age and stage of development and information parents share to identify children's next stage in learning.
- review children's progress between the age of two and three years and provide parents with a written summary of their child's development in the prime areas.
- keep a written record of complaints from parents and/or carers to include the outcome.
- improve the methods for reviewing and monitoring practice so that weaknesses are quickly identified and action is taken to address these to improve the quality for children.

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

- prepare children for school by increasing opportunities to build upon their mathematical and literacy skills.

Inspection judgements

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

Staff do not consistently track children's progress through observation and assessment or plan purposefully for children's next steps in learning. This limits their ability to make appropriate progress in their learning and development. Staff do not encourage parents to contribute towards their children's learning by sharing their observations of children's

learning and development at home. This means assessments are not accurate in reflecting what children can do. This in turn, means that staff do not build upon children's prior learning.

Children begin to develop speech because staff talk to them throughout the session. Children who speak English as an additional language have opportunity to hear and use spoken words to express themselves. This means that they steadily increase their vocabulary and make progress in their understanding. Staff soothe young children by talking in quiet voices and getting down to their level as they maintain eye contact. This body language helps children to learn about conversation as they try out differing sounds in response, learning what they can do.

The nursery does not prepare children well for school. This is because as they increase in age and capability, staff do not ensure that resources are available to reflect their developing skills. For example, staff identify that children need to practise their recognition of numerals and writing their name. However, there are few resources or opportunities to do this. Children do not see numbers on display or play with any toys that contain numbers. Although there are chinks and a blackboard in the room where older children play, there are no opportunities for them to use writing for meaning and at times there are no writing materials made available. Therefore, their progress across all seven areas of learning is not consistent.

Children interact with each other during their play. Young children ask for others who are not present showing they are beginning to form friendships. Children show interest in new people and want to find out about what they do and why. Children identify features of others they like. They describe that they have 'lovely long hair' and compare this to their own and that of their parents. This shows they are beginning to recognise differences and express their feelings. Younger children gain a sense of awareness of themselves as they examine their reflection in the mirror. This helps them to begin to develop their own sense of identity.

Children sometimes have access to a large room where they ride bikes and develop their large muscles. Older children roll dough and make models helping them to develop the smaller muscles in their fingers. Younger children feed themselves with spoons as they eat their lunch. This helps them increase their hand eye control. Babies cruise around low level furniture using them for support as they begin to walk independently. This demonstrates children are developing appropriate physical skills.

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

Staff at the nursery discuss children's care needs with parents. They find out about the times children sleep and discuss what young children eat as they move onto solid foods. This helps staff to begin to support children to follow their usual routines. Children make some choices about when they eat and sleep. However, staff lay some young children down to sleep in bouncy cradles. These cradles are too small for them as their legs hang over the edge. This poses a risk to children's safety as their weight, size and maturity

means that they could tip the cradle over and they cannot sleep comfortably.

Staff are gentle and affectionate with children, as a result, children generally build secure relationships with those who care for them. Staff guide older children's behaviour by asking them not to throw toys and encouraging young children to bang spoons on the table rather than wave them in the air. This helps children to gain some awareness of safety.

There is no outdoor play area for children at the nursery. Children sometimes use a large room to ride bikes and play on equipment that develops their large muscles. Occasionally, children go for walks in the local community. This provides them with basic opportunities to develop an awareness of exercise as part of a healthy lifestyle. Staff minimise the risk of the spread of infection by keeping children's individual bed linen separate and cleaning highchairs after use.

Staff share some information about children's learning as they move room. When staff collect children from school, they discuss some of their learning with the teachers. However, the poor records staff keep of children's learning and development means children's transitions at the nursery, and beyond into school, are not well supported.

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

This inspection was brought forward as the result of a concern raised by a parent. This was in relation to concerns that the driver of the nursery car smokes while children are present. At the time of inspection there was no evidence to suggest this happens. However, the nursery does not have a 'no smoking' policy in place to provide clear guidelines for staff. This is a breach of a legal requirement. Furthermore, the nursery does not have a suitable Disclosure and Barring Service check in place for the driver, meaning there is no confirmation of his suitability to have regular contact with children. In addition the manager is unable to confirm whether or not the driver has unsupervised access to children, which compromises children's welfare. This raises concerns about the effectiveness of procedures in place to safeguard children and is a breach of a legal requirement. The manager does not always keep a record of complaints from parents and the outcome of these. This means that they do not follow the policy and procedure in place and breach legal requirements. As a result, the requirements of the Childcare Register are not fully met.

Staff have an awareness of how to safeguard children, such as not using mobile phones in the nursery. Staff keep their mobile phones out of the rooms where children are apart from the nursery telephone. Staff understand how they can report any concerns they might have about children's welfare. Visitors and staff at the nursery sign in and out to keep a record of who is present.

The nursery works with local authority development workers. An audit of the nursery helps to identify weaker areas. However, the nursery does not take swift action to address these

areas and these result in there being breaches of legal requirements, which impact on children's welfare. Recommendations from the previous inspection have not been suitably addressed. This demonstrates that the nursery has an insufficient ability to bring about improvement to the quality of care children receive. Staff undertake training and along with the manager identify their training needs. Staff have appraisals and regular meetings with their line manager to monitor their work. This goes some way to support their professional development.

Parents have few opportunities to effectively engage with the nursery staff. As some children are transported to and from nursery by staff, some parents do not have regular contact with their children's key person to develop a two-way flow of information. Lack of opportunity to share their observations of children's learning at home means parents are not involved in helping children to progress at the nursery. The manager has plans to implement the progress check at age two for children but has not done this. Therefore, assessment of children's progress in their learning and development is insufficient.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- put into place effective systems to ensure that the registered person and any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining Disclosure and Barring Service check (compulsory Childcare Register).
- keep a written record, for a period of three years from the date of complaints, including the outcome of the investigation and the action the provider took in response (compulsory Childcare Register).
- make available to Ofsted, on request, a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence (compulsory Childcare Register).
- produce for Ofsted, on request, a list of such complaints made during the previous three years (compulsory Childcare Register).
- put into place effective systems in place to ensure that the registered person and any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining Disclosure and Barring Service check (voluntary Childcare Register).
- keep a written record, for a period of three years from the dates of complaints,

including the outcome of the investigation and the action the provider took in response (voluntary Childcare Register).

- must make available to Ofsted, on request, a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence (voluntary Childcare Register).
- produce for Ofsted, on request, a list of such complaints made during the previous three years (voluntary Childcare Register).

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

Unique reference number	EY337394
Local authority	Milton Keynes
Inspection number	920405
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	74
Name of provider	Lorraine Margaret Ogunyinka
Date of previous inspection	04/04/2012
Telephone number	01908 277356

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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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