

# Evolution Kids Club & Nursery

Church Road,, Eastchurch, SHEERNESS, Kent, ME12 4AA

## Inspection date

21/08/2013

Previous inspection date

23/01/2012

## 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

- Staff do not have sufficient awareness of potential hazards to implement the necessary measures to keep children safe at all times.
- Risk assessments are not robust enough to cover all hazards to children in the environment. Self-evaluation processes are not adequate to accurately monitor practice.
- The leadership and management of the nursery do not implement adequate systems to support staff to develop their skills and knowledge.
- Staff do not have a secure understanding of their roles and responsibilities with regard to promoting children's learning and well-being.
- Staff do not organise play areas and provide sufficient activities and resources to effectively extend children's learning to enable them to learn and explore.

### It has the following strengths

- Children are encouraged to become confident and independent by choosing what they want to do and are able to access equipment and resources freely.
- Staff are welcoming to both parents and children, and have a sound knowledge of their key children's needs and interests.

## **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 observed staff and spoke to them at appropriate times throughout the inspection, about their understanding of the learning and development, and safeguarding and welfare requirements.
- The inspector jointly observed the staff interacting with the children and the way in which the nursery had been set out with the deputy manager.
- The inspector sampled relevant documentation, including policies, procedures and children's developmental records.
- The inspector observed children's play and practitioners' interactions, indoors and outdoors.
- The inspector undertook a tour of the nursery with the deputy manager.

## **Inspector**

Sara Garrity

## **Full Report**

### **Information about the setting**

Evolution Kids Club & Nursery registered in 2011 and is owned by Evolution Kids Club & Nursery Limited, which also owns another setting. The nursery operates from a building in Eastchurch, Sheerness, Kent. There are two playrooms indoors and a cabin in the grounds. There is access to a secure and enclosed outdoor play area. The nursery is open each weekday from 7am to 8.30pm, all year. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 17 children aged from birth to under five years on roll. The nursery is in receipt of funding for the provision of free early education for two, three and four year old children. The nursery supports children who have special educational needs and/or disabilities. There are seven staff members employed to work in the nursery, including the manager. All staff hold a National Vocational Qualification at level 2 or above. The manager holds a level 4 qualification and is at present studying for her foundation degree. Other staff are also undertaking further training to improve their qualifications. 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:**

- develop robust risk assessments that cover all areas the children come into contact with, making sure all staff are aware of the potential hazards and risks, and understand how to manage these effectively
- put appropriate arrangements in place for the induction of all staff to ensure they are aware of their roles and responsibilities, particularly concerning children's development or well-being
- ensure there are regular and effective staff appraisals of all staff at the nursery, including the manager, to identify any training needs, and secure opportunities for continued professional development
- plan more challenging learning experiences to keep all children interested and purposefully engaged in learning.
- introduce a rigorous process of self-evaluation to effectively identify and address key weaknesses in the provision and develop a clear plan for improvement

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

- develop the range of resources children use to encourage children to explore and investigate.

**Inspection judgements**

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

Staff understand the individual needs and interests of their key children, carrying out regular observations and collating information in the children's learning journeys. Staff monitor the children's progress and use the information gained to inform planning. However, the nursery environment does not always reflect the planning, and opportunities to move the children forward and engage them in interesting play activities are not fully used. The staff do aim to cover all areas of learning; however, they demonstrate a poor understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage, resulting in weak practice. The range of available activities and resources are generally uninspiring and basic and not readily available when the children come in to the nursery. This means children's learning and development are not suitably promoted to provide appropriate challenge and interest. Opportunities for the children to explore media and engage in creative activities are reduced; for example, the

painting area is not set up ready for the children to use. The resources available do not fully engage the children, as they are dull with broken parts or incomplete. The water tray in the garden stands empty and other areas of the nursery both inside and out wait for activities to be set up to engage the children in purposeful play. Some children demonstrate an eagerness to learn, although learning is taking place by chance rather than by planning. Consequently, children are not making as much progress as they could.

Most children settle quickly when they come into the nursery. Staff have developed positive relationships with parents and spend time reassuring them if their child comes in upset. Staff work closely with parents to develop individual settling in programmes to meet the needs of the children. Displays around the room remind parents who their child's key person is. The children are eager to talk with friends and chatter away about what they have been doing at home, as well as what they are going to do next in the nursery. The children are eager to show visitors around the room and excitedly talk about the many nursery pets they have. This helps to develop children's understanding of the world. The self-storage units make it easy for the children to access the available resources independently; therefore, children are able to make some decisions about their play. Staff encourage the children's communication and language skills through repetition, as well as the appropriate use of questioning. Most staff engage and extend the children's learning; however, some opportunities to extend the children's language and knowledge through spontaneous events are not fully utilised. For example, staff acknowledge children who are excited to hear and see a plane flying overhead, but they do not develop this as a learning opportunity to extend children's interests. There is a selection of toys and resources for the children to choose from; however, they have less opportunity to investigate natural materials and objects within the nursery, to support their understanding of the world around them. Posters and displays around the room enable the children to see the written word and develop an understanding of different cultures. The staff are beginning to promote children's understanding of letters and sounds and some children can recognise their own name and sound out the letters.

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

Staff provide a caring and friendly environment; they work with parents to meet the specific care needs of babies and children. The key person system is well established. Parents inform staff of any concerns they have and all staff are aware of the importance of children's emotional well-being and work with parents to develop secure attachments with their key children. A buddy system is also in place to ensure that the children have someone else to turn to if their key person is not available. Children are aware of who their special person is and go to them if they need anything. This demonstrates children are comfortable in their surroundings and confident to approach their key person for support and assurance. The staff provide the children with a set routine; as a result, the children are aware of what happens next throughout the day. Most children play sociably together and generally they behave well. Staff provide the children with opportunities to help them prepare for the move to school.

However, the safety of the children is compromised in the nursery. This means there well-

being cannot be assured. Children do not learn about managing risk and the nursery environment is not consistently organised to keep them safe. This is particularly apparent when staff do not remove damaged equipment such as the playhouse, which has broken sharp edges. Staff provide limited opportunities for the children to engage in physical play. They encourage all children to share and take turns, especially when using the climbing frame and trampoline. Staff praise the children's achievements and encourage them to participate. Staff help children to understand the importance of protecting themselves from the sun. There is very little shade in the garden so staff monitor the amount of time children spend outside. Staff spend time making sure the children have sun-cream on and remind them to wear their hats. However, while the children wait to have sun-cream applied they become disengaged and distracted as this process is not well organised. In addition, the outdoor environment lacks activities and resources to develop the children's curiosity and motivation to learn.

Staff promote children's health suitably. They change the children's nappies regularly, with the key person using this time to talk with them and share experiences. Staff encourage children to follow appropriate hygiene routines, reminding them to wash their hands when they use the toilet, as well as before they eat. The children have access to drinking water throughout the session so they do not become thirsty. Snack time is set out so that the children all eat together sociably. The staff prepare a selection of healthy foods for snack and teatime and encourage the children to develop their independence by pouring their own drinks. Staff are aware of any allergies and have a list to refer to in the kitchen, as well as in the playrooms. This helps to ensure children's dietary needs are met. Children who stay for lunch have a packed lunch provided by their parents. After lunch, the children are encouraged by the staff to have a quiet time, looking at books independently or listening to staff read a story. This helps to promote children's early literacy skills and supports their understanding that print carries meaning.

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

This inspection was brought forward as a result of concerns raised to Ofsted with regard to safeguarding practices, as well as the day-to-day operation of the setting with regard to staffing, food and drink, and behaviour management. An unannounced inspection was carried out and it found that the nursery is not meeting all the legal requirements. As a result, practice is inadequate. The inspector observed that the food and drink provided at the nursery was healthy, balanced and nutritious. In addition, children behave generally well and staff encourage children to share and take turns. However, evidence gathered at the inspection found that management does not implement effective procedures to ensure staff fully understand and carry out their roles and responsibilities. In addition, induction arrangements are not sufficiently robust. Therefore they do not ensure that all staff receive the support and training required to ensure they meet requirements and effectively promote the safety, welfare and well-being of the children. Furthermore, staff do not identify potential hazards in the environment or take prompt action to minimise the risks found, broken equipment is not removed and other aspects of the outdoor environment are not effectively managed. Consequently, children's safety is compromised.

As a result of the inspection findings, the provider is required to take further action relating to these aspects of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The provider is also required to take action relating to the associated requirements of the Childcare Register.

Some staff have undertaken paediatric first aid and food hygiene training. This helps to support children's health and well-being. The manager has undertaken designated person training for child protection, and all other staff have received child protection training and are aware of the procedures to follow to help keep children safe. The staff complete all relevant written documentation fully to support children's welfare and this is confidentially stored. Fire drills are regularly practised to help children learn to keep themselves safe in an emergency.

The management demonstrate a commitment to self-evaluation, action plans are in place and previous recommendations are being implemented. This shows the nursery has some capacity to improve. However, the evaluation process has not identified that the environment, resources and activities available to the children are not sufficiently varied to meet the individual needs of all of the children. Therefore, self-evaluation systems are not robust enough to identify and address key weaknesses in practice.

Parents receive a range of information from the nursery and have a designated notice board with information leaflets. The nursery also has a website with information about the two nurseries the director owns. Parents are encouraged to make comments and suggestions about how the nursery can improve its practice. This helps to support the self-evaluation process and values parents' contributions. The newly introduced white board in the reception area is a direct response to a parent's suggestion about receiving up-to-date information. Staff use the board to inform parents about which staff are present and gentle reminders; for example, to bring in sun creams and hats. Staff carry out observations and complete learning journeys for each child. The information staff gather from parents when children first attend is used to identify the children's capabilities and starting points for learning. Staff regularly monitor children's learning and the progress they are making, including completing the progress checks for children between the ages of two and three years. They share this information with parents and encourage them to contribute what they know. Staff liaise with other professionals and the local authority to support children with additional needs. A parent spoken to on the day was extremely pleased with the information they received concerning settling their baby into the nursery. This shows partnerships with parents are positive and help towards supporting children's welfare.

### 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:**

- undertake a risk assessment of the premises and equipment, at least once in each calendar year, and immediately, where the need for an assessment arises, ensuring that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- undertake a risk assessment of the premises and equipment, at least once in each calendar year, and immediately, where the need for an assessment arises, ensuring that all necessary measures are taken to minimise any identified risks (voluntary part of the 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

<b>Unique reference number</b>	EY435561
<b>Local authority</b>	Kent
<b>Inspection number</b>	930830
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Evolution Kids Club & Nursery Limited
<b>Date of previous inspection</b>	23/01/2012
<b>Telephone number</b>	07403188201

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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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