

Kabuki Child Care Centre Ltd

Kabuki Child Care Centre, Fairfield House, BARNSELEY, S70 2FL

Inspection date	17/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	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		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Communication with parents is good and this means they are kept informed about the activities their children have enjoyed while in the nursery. As a result, children enjoy continuity in their learning at home.
- Children's safety is given high priority and robust safety measures are implemented effectively at all times. This means they are kept safe and protected.
- The newly appointed manager has a good understanding of the nursery's strengths and weaknesses and this means she is beginning to develop targeted action plans that prioritise and address identified areas for improvement.

It is not yet good because

- Planning is not always tailored to children's individual learning needs to take into account their interests and preferences for learning.
- Information from observations and assessments is not consistently used to effectively inform planning and this means not all activities take account of the skills children have acquired to help them make good progress across all areas of learning.
- Practitioners sometimes miss children's cues during activities or in their free play. As a result, there are too many overlooked opportunities to use skilful questioning that would help children share their knowledge and explore their ideas.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the registered provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

Kabuki Child Care Centre Ltd was registered in 2013 on the Early Years Register and is on the compulsory part of the Childcare Register. It is situated in a purpose built premises in Barnsley. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Saturday all year round. Sessions are Monday to Friday from 7.30am until 6pm and Saturday from 8am until 1pm. Children attend for a variety of sessions. There are currently 23 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the planning of educational programmes to ensure they take account of children's individual interests and reflect their preferences to make certain the activities and resources provided capture their interest and stimulate them to learn, thus fully supporting good progress towards the early learning goals
- use the information gathered from observations and assessments to inform planning to ensure activities take account of the skills children have already acquired and provide them with challenging experiences that support them in making good progress towards achieving the next steps set for them.

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

- recognise children's cues during activities and free play and develop the use of open-ended questioning to ensure children are supported in sharing their knowledge, making connections between their learning experiences and fully exploring their ideas in more detail.

Inspection judgements

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

Kabuki Child Care Centre is a welcoming, friendly nursery. All practitioners have achieved early years qualifications and this means they have an appropriate understanding of the Early Years Foundation Stage. They provide children with a suitable balance of adult-led educational programmes and child-initiated play activities that incorporate the seven areas of learning. For example, children develop their skills using small tools during outdoor play when they use spades to dig and transfer soil into different containers. They learn to explore sounds and think critically when they make choices about what materials to use for making musical instruments. Some practitioners observe children perceptively during their play and they give them time to share their knowledge and ideas. However, not all practitioners are observant enough and this means they sometimes overlook children's cues and miss opportunities to use open-ended questioning to help children extend their thinking. This means they do not fully support them in sharing their ideas or making connections between different aspects of their learning. For example, when children show an interest in the hosepipe in the outdoor area, practitioners do not make the connection with their role play as fire officers. As a result, children are not supported in continuing and extending their play in the outdoor environment.

The nursery is proactive in developing partnerships with other professionals and they work with them to develop educational programmes that prepare children for moving on to school. For example, there is a strong focus on developing self-expression, and communication and language skills through music and dance and children attend regular sessions held by a dance teacher. Practitioners use props, physical gestures and sign language skilfully to support children's developing understanding of English. Key persons make good use of an interactive translation programme which helps them to promote children's home language alongside English. As a result, children who speak English as an additional language are making good progress. Children with special educational needs and/or disabilities are well supported by their key person who implements effective strategies to meet their individual requirements. For example, they utilise the services of speech and language therapists to help children who have difficulty communicating through spoken language. As a result, children who enter the nursery below the expected milestones for their age are quickly narrowing the gap. Children enjoy a range of small group activities that reflect the learning experiences they will enjoy in school. They are developing their understanding of early mathematics, early literacy and technology and as a result, they are developing the skills they need for the next stage in their learning.

The nursery works hard to promote partnerships with parents and the systems in place to share information with them are strong. They are developing an interactive online system where parents can access their children's progress records at any time and this means parents stay well informed about their children's learning and their expected targets. Parents feel they are kept very well informed about their children's progress through daily discussions and regular parent meetings. Practitioners work closely with them to find out about their family background and children's emerging interests. However, practitioners do not consistently use the information they have about children's interests and preferences

for learning when planning educational programmes. This means that planned activities are not yet always tailored to target the needs of each child taking into account their interests. As a result, not all children are actively engaged in activities that support their best progress because they do not always spark their curiosity or capture their interest. Nevertheless, children have access to a rich variety of resources that allow them to explore independently and this helps them to make consistent progress across all areas of learning.

Starting points are obtained from parents and assessments completed early in children's care, ensures information about skills they have already acquired is accurate. Ongoing assessments are made of children's progress, including the required progress check at age two. Information about children's progress is collated into simple graphs which are designed to ensure any areas where children are not meeting their expected targets are identified, therefore, ensuring any gaps in learning or weaknesses in teaching practice are quickly identified. However, not all practitioners take into consideration the information they have gathered when observing children and use it to inform planning. This means educational programmes do not always, differentiate to take into account the individual skills children have already attained and as a result, they do not fully support them in achieving the next steps set for them.

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

Children's safety is given high priority. Practitioners have a very good understanding of child protection issues and there are clear procedures to follow if they have concerns about a child. Procedures for collecting children are strictly implemented and this ensures children are kept safe. Children are encouraged to risk assess for themselves and consider the needs of others and as a result, they are developing a good understanding of how to keep themselves and others safe. For example, they are taught to use small tools, such as scissors, carefully and they learn to use climbing equipment safely. Children are well supervised and this means they can enjoy independent explorations without too many limitations. Information essential to the protection of the most vulnerable children is shared with relevant professionals; therefore, ensuring children's safety is maintained at all times.

Children enjoy outdoor play and learning in all weathers. Although small, the outdoor area is utilised very well to provide children with a wide range of resources that encourage them to investigate. This means children develop physical skills, such as balancing on obstacle courses, while learning how exercise contributes to their overall health and well-being. They develop their understanding of the world by investigating natural materials including sand, mud and water. Their learning is extended into the wider natural environment when they enjoy trips to the local park. Children who attend the nursery live in a diverse cultural community. Displays around the setting depict people from different backgrounds and a wide range of activities, such as, small world play, cultural celebrations and charity events help them to develop their understanding of equality and diversity. The nursery is fully inclusive and is designed to ensure all children have easy access to it because the rooms are planned very well to give children lots of space. There are quiet

areas for rest and sleep and a sensory room provides an area where children can relax.

Children's behaviour is managed well and by using simple, age-appropriate explanations, practitioners are teaching all children to understand the needs of others. They are developing a thorough understanding of right and wrong and as a result, behaviour in the nursery is good. Children are encouraged to play cooperatively and share their toys and to help each other during daily routines. This is helping them to develop strong peer relationships that prepare them for the larger social environment of school. An effective key person system is implemented by practitioners who understand how strong relationships promote children's emotional well-being and as a result, they endeavour to help children settle quickly. When children enter the nursery, short settling-in sessions help to smooth transition, providing some continuity in their care. Regular text messages to parents keep them informed about how their children settle and this means they are reassured that their children are happy. Children show they are confident and self-assured as they share learning experiences with visitors. Parents value the contribution the nursery makes to their lives because they are confident their children are looked after well. The support children receive to get them ready for transition into school is very good. Nursery routines, such as, finding their own coat pegs and serving themselves at meal times, familiarise them with the routines they will experience in school. Children enjoy a rich variety of healthy, balanced meals and snacks provided by the nursery cook. They serve themselves at snack time and this helps them to make choices about the food they eat. Discussions at meal times help them to understand how making healthy choices promotes their overall health and well-being. Children are encouraged to dress themselves and they learn about personal hygiene through daily routines. This ensures they are independent in their self-care when they move onto school.

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

Rigorous recruitment and induction procedures are implemented to ensure practitioners are suitable to work with children. The manager has attended safeguarding training to develop her knowledge of how to keep children safe and she ensures practitioners have a thorough understanding of child protection issues. Practitioners demonstrate a detailed knowledge of their responsibilities for ensuring children are kept safe at all times. Security measures are implemented effectively and clear lines of accountability make certain any concerns are reported appropriately. Detailed records of visitors are kept. A register of the children's attendance, including when they arrive and leave, is in place and this ensures ratios are adhered to at all times. Risk assessments are in place to ensure children are kept safe both on the premises and during trips. Two members of staff hold a current first-aid certificate, which means that they can give appropriate treatment if there is an accident to a child.

The newly appointed manager has a thorough knowledge of the learning and development requirements and she understands the nursery's responsibility for developing educational programmes that offer children challenge and promote their continuing progress. However, there are currently no effective systems in place for monitoring educational

programmes and as a result, planning is not yet fully supporting children's individual learning needs. There are systems in place for monitoring the tracking of children's progress across the seven areas of learning to ensure it provides precise and accurate information. The manager and registered person are beginning to use this information to identify gaps in children's learning or any weaknesses in teaching practice. In discussion, the management team demonstrate they are keen to improve teaching practice. Their strong commitment to professional development means all practitioners have achieved, or are working towards, attaining early years qualifications to develop their knowledge and understanding and improve their skills to benefit the children they care for.

The new manager and registered provider are motivated to drive improvement and raise the standards of the nursery provision. They are keen to share good practice and have worked hard to build partnerships with other early years providers. They have prioritised the building of partnerships with parents and as a result, relationships are robust. The nursery is working closely with the local authority to develop effective systems for evaluating the provision to make sure strengths and weaknesses are prioritised and action is taken to address any areas identified for improvement. All users of the nursery, and practitioners, are involved in the monitoring of the provision and the nursery takes their views into account to improve the provision. For example, they have been involved in planning the expansion of the outdoor area to provide a natural environment for outdoor play. The manager seeks the views of parents by finding out about their preferred methods of communication, such as, social networking sites and text messaging. This helps to promote a two-way flow of information. The manager supports parents' understanding of the nursery's practice by providing copies of essential policies and procedures, for example, safeguarding and how to make a complaint.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY466990
Local authority	Barnsley
Inspection number	935687
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	23
Name of provider	Kabuki Child Care Centre Ltd
Date of previous inspection	not applicable
Telephone number	01226 792667

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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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