

# Kinder Care Day Nursery

32 Richmond Road, Stechford, Birmingham, West Midlands, B33 8SH

## Inspection date

03/04/2014

Previous inspection date

11/05/2011

## 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

- Children's needs are not met because the provider has failed to meet the legal requirements of the Early Years Foundation Stage. Recruitment procedures of staff are not robust to check suitability and line management is weak. Therefore, children's welfare and safety is not promoted.
- Children are not effectively safeguarded because staff knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage is poor and as a result, safeguarding practice is weak and children are put at risk.
- Communication between the nursery and parents does not ensure that information about children's development on entry or how ongoing learning can be supported at home is shared. In addition, information about medical needs or required medication has not been obtained. This does not ensure children's well-being and safety.
- Activities provided do not always take into account the individual needs, interests and stage of development of each child. Assessment and observation of children is not always effectively carried out. As a result, children are not always provided with a suitable education programme that helps them to make progress.

### It has the following strengths

- Babies are settled and happy because staff know them well and form good attachments to them.

## 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 activities in all indoor areas used by children and the outdoor play areas.
- The inspector and deputy nursery manager carried out a joint observation.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Julia Galloway

## **Full report**

### **Information about the setting**

Kinder Care Day Nursery is privately owned by Avinair Ltd and was registered in 2007. It operates from a detached building in Stechford, Birmingham. The nursery serves the local area and has links with the local children's centre. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday, all year round except for bank holidays. Sessions are from 7.45am to 6pm. Children are able to attend for a variety of sessions and the nursery supports children who speak English as an additional language. There are currently 74 children on roll, who are in the early years age range. The nursery also offers care to children aged five years to eight years. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-olds. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, one at level 2 and one apprentice is working towards a qualification at level 2. The nursery receives support from the local authority.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

implement effective systems to ensure that staff and any other person who is likely to have regular contact with children are suitable to do so. This should include rigorous recruitment procedures to confirm suitability to work with children and take account of any information that is received about staff to ensure children's well-being and safety at all times

implement a system of regular line management and supervision of all staff to ensure that persons working with children and families are effectively supported and their personal effectiveness monitored to promote the interests of children

ensure that the named person who has designated lead responsibility for safeguarding has the required knowledge and understanding to undertake this role, including the procedure to be followed if concerns about a child are brought to their attention

ensure that all staff have regard for government statutory guidance 'Working Together to Safeguard Children', this must include notifying agencies with statutory responsibilities without delay if there are any concerns about children's safety or welfare.

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

- implement a robust system for administering medicines, this must include obtaining up-to-date information about children's medical needs and written permission for administering medication from a child's parents and/or carers to ensure that appropriate care and assistance can be given when required
- involve parents in their children's learning by improving the exchange of information on entry, during placement and by encouraging them to share their views to enhance children's learning and development at home
- develop staff's knowledge and understanding of the learning and development requirements, so that children are provided with a suitable educational programme, which enables them to make good progress towards the early learning goals
- implement the system for observation and assessment and use the information obtained from observing children to understand their level of achievement, interests and learning styles, and shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development.

## Inspection judgements

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

The environment is well laid out and has a range of interesting resources that children can independently access. However, the management team have not ensured that the requirements of the Early Years Foundation Stage are met. As a result, even though a range of activities are provided, effective teaching does not consistently take place. Some staff do not have an in-depth knowledge and understanding of learning and development requirements because the educational programme provided in some rooms is poor. This is because staff do not identify children's specific next steps in learning. Activities in the pre-school and tweenie room do not always take into account the individual needs or interests of each child to ensure that they make good progress. Limited planning of experiences occurs and this does not always take into account what staff have observed about the way in which children learn. Information gathered about children to support planning is not used effectively to provide staff with meaningful information to support their teaching. Specific areas within rooms are set up for children to play in, but opportunities to support children's learning are missed. For example, staff have planned and set up a role-play area where children can play with a kitchen. However, there are limited resources that hold children's interest or that encourages them to play creatively. In addition, staff do not ensure that they are close by to support learning. Consequently, children quickly lose interest in the area and soon move away. Some staff play with children during periods of the day but adult and child interactions tend to be adults giving children instructions about what they cannot do. When a child is engaged in an activity using interlocking pieces, they make a structure and began to move around the room to play with it. Staff notice this and tell the child 'take that back to the table, the pieces need to stay on the table'. This shows a lack of understanding that this type of play supports individual development and shows that some staff have a limited understanding of the ways in which children learn.

The key-person system has not been fully embedded to ensure that important information about children's learning and development is shared with parents or carers. Staff do not always record children's starting points on entry or provide parents with information about how they can support their children's ongoing learning at home. All children have individual files that contain short observations and some assessment statements. However, not all children's files have been completed and staff cannot always provide evidence of the progress children have made or any gaps in learning. Although, staff complete the progress check for children between the age of two and three years, and sheets when children move between rooms, the staff are not always able to identify individual children's next steps in learning. This has a negative impact on the nursery staff's ability to provide a range of purposeful activities that support learning, and on occasions during adult-led activities staff interactions with children are poor. For example, an activity that has been specifically planned for two-year-olds does not engage them because it lacks purpose and the language used by staff is too complex. As a result, children do not understand what to do and most children wander off showing little interest. However, activities that are planned for in the baby room do take into account

individual children's needs and staff show a good understanding of how babies develop and therefore, they provide interesting and challenging experiences. Staff provide support for children who speak English as an additional language because some members of staff also speak the same languages and the nursery staff have devised sheets that translate key phrases or words that are used to communicate with children, parents or carers.

Opportunities to develop children's independence are promoted and pre-school children pour their own drinks and serve themselves meals. This ensures that they are developing some important skills that support them in readiness for school. Although, the nursery staff work in partnership with the local children's centre, links with local schools are not well-established to support children's transition. However, staff do provide feeder schools with assessments of each child when they leave.

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

Most children are happy and settled at the nursery and they build relationships with their peers, who they enjoy playing with. However, children's health, safety and well-being are not fully guaranteed because policies and procedures with regards to medication have not been followed by staff. Consequently, medication is held on site without obtaining up-to-date information about medical needs or written permission from parents or carers. This does not ensure that the appropriate care and assistance can be given when required. Although, staff have attended the approved first-aid training, without access to this important information, they are unable to meet all children's individual needs. Partnerships with parents have not been developed to support the sharing of this type of important information. The important role the key person plays, in working in partnership with the parents and carers of children who attend, is not fully understood. This does not promote consistency for all children between their time at home and the nursery, or promote their well-being. However, staff in the baby room do ensure that they obtain information about babies' routines at home and any sleep preferences or comforters. Children show that they are beginning to understand routines depending on their age. Babies show awareness that it is lunchtime and attempt to gain staff attention when they can see that their meal is being prepared. Older children sit together at a table and sing a please and thank you song while they wait for their meal to be served.

Risk assessments and safety checks are routinely carried out in all rooms so the staff can minimise any risks and identify hazards. All children have regular access to an outdoor play area where they access a range of experiences, which includes opportunities to manage risks for themselves by using a selection of large play apparatus. Children learn about a healthy lifestyle because they are provided with a balanced diet of healthy foods that are prepared on site. These include fruit and vegetables and staff discuss healthy food choices. Older children show an awareness of routines to keep themselves safe and healthy because they wash their hands before snack time and collect their coats before going outside. Older children are encouraged to be independent at mealtimes because they hand out the plates to their friends, and toddlers and babies are beginning to feed themselves. On occasions, children are not engaged in purposeful activities and during these times some children become excited and boisterous. Although, staff are usually quick to intervene and direct children towards an alternative activity, the lack of more

adult-led or structured learning means that they quickly need redirecting again. Staff do not consider that if children are not interested in what they are doing they will wander off. On occasions, staff also do not seem aware that their actions have an impact on children, such as during a group session when children are seated on the carpet. One member of staff continually interrupts the session even though another member of staff is leading it. This disrupts the flow of the session and children become unsettled, which does not support children's personal, social and emotional development.

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

The inspection was brought forward because Ofsted received information that recruitment and vetting procedures were not sufficiently robust. The inspection has confirmed that there are breaches in requirements linked to the recruitment of staff because management team does not have adequate knowledge of the Early Years Foundation Stage. As a result, there are a number of breaches in legal requirements that have a negative impact on children's experience at the nursery. These link specifically to the safeguarding and welfare requirements of the Early Years Foundation Stage, in addition to a number of requirements of the Childcare Register. Likewise, some of the learning and development requirements are also not met. Children are not effectively safeguarded because the management team has not checked the suitability of a number of staff. This is because they have not obtained references or taken appropriate action when information about persons' employed had raised concerns about their suitability to work with children. As a result, children are put at risk. Furthermore, the management and designated member of staff for safeguarding do not understand their role. They have not made referrals to the appropriate agencies when concerns about children's welfare have been brought to their attention. Staff working at the nursery do not understand the role that they play in ensuring children's well-being and safety. This shows a lack of understanding of all staff working at the nursery with regards to statutory responsibilities to safeguard children. Although, the nursery uses a line management system to monitor staff performance, this is not effective because not all staff have received regular support or monitoring from managers. This is despite some members of staff demonstrating, on occasion, that their practice is poor. This does not ensure that children receive the best possible care, and as a result, their well-being, safety and good health is compromised.

The managers' understanding of their responsibilities to meet the learning and development requirements, including monitoring the planning and delivery of the educational programme, is limited. As a result, in some rooms activities provided for children do not have enough depth or breadth to ensure that children are interested in them. There is little consideration for individual learning styles or children's individual needs, which fails to promote their development. Evaluation of planned activities and experiences for children is weak and little consideration is given to the impact these have on learning. Managers have not implemented systems to monitor this to ensure that all children experience the best possible care and education. Although, a high proportion of staff hold appropriate early years qualifications, the ineffective system to monitor performance means that the quality of teaching overall is poor. Knowledge about children is not used to provide a range of developmentally appropriate activities that meet the

needs of children who attend. Assessment of children's development is not precise enough to consistently identify individual, child-specific next steps in learning for all children. Communication between staff is on occasions poor, which results in ineffective teamwork to provide consistency for children.

Partnership work with parents, carers or other providers has not been given enough consideration. The important role that the key person plays, in developing a two-way flow of information between the nursery and parents or carers, is not fully considered. As a result, opportunities for continued learning at home are not identified. The key person does not routinely share or seek important information about their key children or consistently record starting points on entry. In addition, children's health and medical needs are not managed safely. This is because policies and procedures have not been followed by staff and children's safety, health and well-being is compromised. Although, parents and carers are invited to complete questionnaires and attend parents' and carer evenings their views are not always considered enough when evaluating the quality of the provision. The nursery staff team does not currently use effective methods of self-evaluation, which has resulted in breaches in requirements and not all recommendations from previous inspections have been met in full. This means they do not demonstrate the management team's capacity to improve the nursery for the benefit of children and their families.

### 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:

- ensure that all children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- implement the written statement of procedures to be followed for the protection of children, so that they are safeguarded from abuse or neglect (compulsory part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (compulsory part of the Childcare Register)
- implement effective systems to ensure that no person who is in regular contact with children is unsuitable to do so (compulsory part of the Childcare Register).
- ensure that all children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- implement the written statement of procedures to be followed for the protection of children, so that they are safeguarded from abuse or neglect (voluntary part of the



Childcare Register)

- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (voluntary part of the Childcare Register)
- implement effective systems to ensure that no person who is in regular contact with children is unsuitable to do so (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	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

<b>Unique reference number</b>	EY341970
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	957311
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Aprex Ltd
<b>Date of previous inspection</b>	11/05/2011
<b>Telephone number</b>	0121 789 7897

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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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