

Kautars Kinder Crew

281 Meanwood Road, LEEDS, LS7 2JD

Inspection date	24/04/2014
Previous inspection date	13/05/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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 are not adequately safeguarded in the setting because the suitability of staff is not rigorously checked and adult-to-child ratios are not maintained at all times. In addition, staff are unaware of what to do if they are concerned about a child's welfare or the behaviour of other staff members.
- Children display high levels of inappropriate behaviour. This is because staff do not consistently manage children's behaviour well or interact with children to challenge or stimulate them in their play.
- Children's well-being is insufficiently promoted. This is because babies have access to inappropriate resources for their age and stage of development and limited access to the outdoors. In addition, the equipment in the premises is not always risk assessed and made safe for children to access.
- Children's health is compromised because staff do not follow strict hygiene procedures or adequately monitor children who are resting. Furthermore, medication procedures are not followed to protect children.
- Children do not make sufficient progress in their learning and development because staff interaction with children is poor and children's individual needs are not identified and planned for.

It has the following strengths

- Staff are friendly and approachable, which results in good relationships with parents.

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 children in the four base rooms and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the manager, deputy manager, children, staff and two parents.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures, risk assessments, registers and the setting's self-evaluation documents.
- The inspector took into account the views of parents through discussions on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

Kautars Kinder Crew was registered in 2009 and is on the Early Years Register. It is situated in a detached building in the Meanwood area of Leeds and is privately owned and managed. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including two members of staff with relevant childcare degrees. The setting opens Monday to Friday all year round and sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 58 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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:

ensure the recruitment of staff is robust by making sure all staff are rigorously vetted, enhanced Disclosure and Barring Service checks are obtained and staffs' integrity and identity checked

ensure staffing arrangements meet the needs of all children so that ratios are met at all times to ensure children are effectively supervised and kept safe

train staff to understand the safeguarding policy and procedures and who to contact if they are concerned about a child's welfare or the behaviour of other staff members

advise and support staff to manage inappropriate behaviour and help children to understand the behaviour expected of them

ensure that toys and resources provided for children are risk assessed and age and stage appropriate for children to use safely

ensure that any hazards or faulty equipment are promptly reported and any risks minimised to ensure children's safety is protected

obtain written permission from parents before administering both prescription and non-prescription medicine to children.

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

- plan and provide purposeful activities outdoors for babies to ensure they develop healthy lifestyles
- take necessary steps to prevent the spread of infection with specific regard to wiping children's noses
- frequently check children who are sleeping to ensure they are safe and well
- develop the quality of teaching to ensure staff understand how children learn so they can respond to children's individual learning and development needs by providing a mixture of adult-led and child-initiated activities and using warm, positive interaction
- implement planning for the individual needs, interests and stages of development

of each child and use this information to plan stimulating and challenging activities and learning opportunities for them.

Inspection judgements

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

Children are not making expected progress in their learning and development. This is because the quality of teaching is extremely weak and many staff have limited knowledge about how children learn and develop. Staff conduct regular observations of most children, but these are not used to plan for children's individual needs and the tracking of children's progress is not accurate. Activities are planned for the whole room of children and are based on creativity. For example, children aged 18 months to three years sit at a table and make pictures of sheep. They are given pre-cut card, ripped cotton wool pads and two eyes. This does not give children freedom to express their own creativity. As a result, many children are not challenged in their learning. Many other children play freely with limited adult-led interaction or planned activities. Consequently, children are not effectively stimulated and they are not motivated to learn.

Children thoroughly enjoy accessing the outdoors. They are quick to engage in playing in the sand and make marks with chalks on the path. However, many staff stand around the garden and do not display sufficient levels of warm, positive interaction to support children's learning and curiosity. Babies access the outdoors for a few minutes late in the afternoon but activities are not planned or purposeful and by the time babies are outside it is time to take them back indoors for tea. As a result, some children do not access the outdoors at all during the day and those who do start to enjoy being outside have their opportunities to play quickly halted.

Parents are very happy with the setting. They find the staff approachable and receive newsletters regularly. Daily conversations mean that staff update parents on the resources children have accessed and what children have been doing. Parents feel their children are happy and enjoy coming to the setting before they leave for school. However, children are not being adequately prepared for school. For instance, many children are not developing appropriate listening or attention skills and staff are not effective in teaching them vital skills, such as how to behave appropriately. In addition, the poor quality of teaching means the majority children are not developing the skills needed to enjoy learning, therefore, they are not motivated to learn.

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

Children's well-being is not effectively promoted. This is because staff do not follow safe procedures to ensure children are always cared for in an appropriate way. Adult-to-child ratios are not always maintained and this means that children who become upset are not always comforted quickly. As a result, this has a negative impact on children's emotional well-being. Furthermore, many children display inappropriate behaviour and staff find this

challenging to deal with. Staff do not receive the support from management needed to manage negative behaviour, as a consequence, it is not dealt with consistently. For example, children not listening to instructions are comforted by one member of staff and reprimanded by another. This means messages given to children are confusing and they are unaware of the rules and boundaries.

Each child is allocated a key person when they start in the setting. Staff understand that their role as key person is to build a good relationship with children and families to make them settle well and feel secure. Staff listen to parents and find out children's routines before they start. Staff adhere to babies individual care routines and follow their own sleeping patterns. However, staff are not vigilant and do not frequently check children are safe and well when they sleep. In addition, some resources, which are easily accessible to babies, are not age or stage appropriate for them to explore. For instance, small fluffy balls are accessible in the natural play area and these resources have not been suitably risk assessed and pose a choking risk to children.

Children receive nutritious meals and snacks that are cooked by a competent chef. They thoroughly enjoy their meals and try a range of vegetables. Children sit at tables in small groups and talk to staff as they eat. Although children are developing a positive attitude to healthy food, they are not supported to develop good personal hygiene. For instance, staff do not support children to wipe their noses and leave children for prolonged periods of time without managing their needs. In addition, staff do not change their gloves, aprons or clean the changing area after changing children's nappies. This means that the spread of infection is not effectively minimised. Furthermore, staff do not always obtain parents written permission before administering a number of prescribed and non-prescribed medication. As a result, children's health and well-being is jeopardised.

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

Children are not adequately safeguarded in the setting because staff have a very weak knowledge of the practices and procedures to keep children safe from harm. Many staff do not know who to speak to should they have a concern about a child's welfare or if they are concerned about a member of staff's behaviour. In addition, practices within the setting compromise children's safety. Adult-to-child ratios are regularly not maintained, meaning that staff are caring for more children than appropriate, which at times makes staff feel stressed and anxious. The management team do not follow safe recruitment procedures to ensure people caring for children are safe and suitable. For instance, many staff have not had Disclosure and Barring Service checks carried out by the manager or had their character or integrity checked through references. Furthermore, the premises are not appropriately risk assessed. For example, children are exposed to cracks in the plastic strips adjoining the flooring, which are sharp. This means children are not sufficiently kept safe from harm. As a result of this inspection, Ofsted are taking enforcement action and will monitor the progress the setting makes in dealing with these significant weaknesses.

The manager is aware of some of the weaknesses in the setting but has failed to identify many of the serious breaches of regulations. She holds regular staff meetings and appraises staff on a regular basis. However, the quality of teaching is weak and appraisals and supervisions are having little impact because the manager does not see the weaknesses in the setting or the negative impact this has on the children. The manager has started to work on actions and recommendations raised by the local authority, who visit regularly. She also attends regular local authority training and supports staff to also attend courses. For instance, staff have recently attended a training course on observation, planning and assessment and the manager is hoping to change the planning system to focus on children's individual needs.

Partnerships with the local authority advisors have been created and the manager also seeks professional help for children when appropriate. She knows where to seek advice and support from and collects emails and leaflets to refer to should she need any help. Positive relationships with parents have also been created and they feel involved in the setting. Parents are happy and feel that the approachable and friendly staff are always welcoming.

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	EY390997
Local authority	Leeds
Inspection number	971746
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	58
Name of provider	F & K Care Ltd
Date of previous inspection	13/05/2013
Telephone number	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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