

Kautars Kinder Crew

281 Meanwood Road, LEEDS, LS7 2JD

Inspection date	09/10/2014
Previous inspection date	24/04/2014

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		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 protected from harm because the manager, who has designated lead responsibility for safeguarding, does not have sufficient knowledge of the Government's statutory guidance 'Working Together to Safeguard Children' and with whom information should be shared to protect children from harm.
- Children and staff are not effectively safeguarded in the event of a fire or other emergency because registers of children's attendance are not accurately maintained and staff do not sign in on arrival. Everyone in the building cannot be accounted for.
- Children's safety is compromised because staff do not follow the setting's risk assessments or introduce safer practice as a result of previous accidents that have occurred to children.
- Staff do not plan or provide a range of purposeful activities for many children during the early morning session. This means some children are not engaged or motivated to learn during this time.

It has the following strengths

- Staff are beginning to understand how children learn and develop. As a result, they acknowledge their interests and plan some interesting activities.
- Babies are supported well to settle into their new environment. This is because staff share information with parents and demonstrate warm, positive interaction during care routines.

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 three 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, staff, parents and children.
- A range of documents were inspected including observations, planning and tracking of children's progress.
The inspector checked evidence of staff suitability, training certificates, policies, procedures, attendance registers, risk assessments and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to 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 operates from 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 17 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, including three members of staff with Early Years Professional status. 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 41 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 be issuing a Welfare Requirement Notice requiring the provider to:

ensure the practitioner who has designated lead responsibility for safeguarding, notifies agencies with statutory responsibility without delay, if they have concerns about children's safety or welfare.

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

- ensure the practitioner who has designated lead responsibility for safeguarding, notifies agencies with statutory responsibility without delay, if they have concerns about children's safety or welfare
- ensure a daily record of the names of the children being cared for on the premises and their hours of attendance is kept
- take reasonable steps to ensure the safety of children and staff in the event of a fire or any other emergency with specific regard to maintaining records of all persons present in the building
- ensure staff take all reasonable steps to make sure children are not exposed to risks especially when running on wet paths and wet leaves
- implement learning through planned purposeful play for all children, with specific regard to during the early morning sessions when age groups are mixed.

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

The quality of teaching has improved since the last inspection. Staff are beginning to understand how children learn and develop. They recognise children's interests and have started to plan activities that explore these. For example, children collect leaves in the outdoor area because they enjoyed leaf printing earlier in the week. However, for the first hour of the early morning session, children are not involved in planned and purposeful play. This is because children between the ages of eighteen months and four years old are cared for together in one room and staff struggle to involve them in learning opportunities. During this time, some children select resources to play with, while others move around the room without purpose and are not engaged in play. As a result, not all children are motivated to learn during this time.

Staff are currently introducing a new planning system. They observe children during play and have started to implement children's next steps in learning. For example, staff planned an activity for children to recognise how changes occur when colours are mixed. Children participate in this activity outside using a large tray of water and powder paints. They show their understanding as they recognise that red and yellow mixed together makes orange. This demonstrates that staff are supporting children to make progress in their learning. Each child's progress is monitored and recorded. Staff recognise when gaps are emerging in children's progress and they work to close them. As a result, children make steady progress in their learning and development. Children with English as an additional language and those with special educational needs and/or disabilities are also supported appropriately. Staff work with parents and other professionals to create individual educational plans to meet children's individual needs sufficiently.

Children are learning skills they will need for school. On the whole, they listen to staff instructions and follow them with ease. They sit for group time and most children concentrate during group activities. Children put on their coats to play outside and take care of their own personal hygiene, such as washing their hands. Staff write a report detailing children's stage of development before they move from the setting on to school. Parents feel staff prepare their children well for school.

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

Children's well-being is not sufficiently well promoted. This is because the manager has weak knowledge and understanding of the safeguarding procedure to follow regarding the correct persons to discuss any safeguarding concerns with. For example, following a child's disclosure of sexual abuse the manager confirms that she would always speak to parents about this. As a result, in the event of a serious child protection incident, children are put at further risk. Children have made suitable relationships with their key person. Babies enjoy being cuddled as they are bottle fed and children involve staff in their play. Staff in the baby room exchange information regarding children's routines in order to follow any recent changes, such as changes to feeding times or changes to the amount of milk children are given. As a result of this shared approach to their care, babies are happy and settle well. Older children settle well when they arrive, and staff show all children affection during the day. As children prepare to move rooms in the setting and on to school, staff create a report detailing their stage of development. Each child's individual needs is discussed with their new key person to make the move as easy as possible for children.

All children access the outdoor play area daily. Since the last inspection, staff have created sensory boxes for babies to explore, which are regularly rotated to maintain their interest. Older children negotiate the grassy bank with ease and enjoy practising rolling large plastic wheels down the bank. Other children climb on static equipment and take small appropriate risks in their play. However, at times staff do not effectively risk assess the dangers in the outdoor area sufficiently well. For example, children are encouraged to run on the slippery wet paths that are covered in wet leaves. Staff encourage them to run faster, in spite of knowing that an accident occurred recently on the path due to the

slippery surface. This demonstrates staff do not always risk assess outdoor play sufficiently, monitor accidents for trends, or take effective steps to minimise the risks to keep children safe.

Children enjoy a range of nutritious meals and snacks. They sit in friendship groups and older children serve their own meals. Staff talk about the food being served and ensure children know what they are eating. Older children wash their hands independently and are starting to take care of their own personal hygiene. Generally, children behave well. Staff have attended behaviour management training and implement strategies to support children to understand rules and boundaries. Staff use a now and next board to support children to understand what they are expected to do and the task that follows. As a result, children are learning right from wrong.

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

Children are inadequately safeguarded in the setting. This is because the manager, who has designated lead responsibility for safeguarding, does not have a thorough understanding of how to protect children from harm. For example, she does not know when to keep information, such as any disclosures of abuse children make, confidential. Her understanding is that she must always disclose all information to parents, even if this puts children at risk of further harm. She lacks knowledge and understanding of the Government's statutory guidance 'Working Together to Safeguard Children', which provides clear procedures to follow. The manager and staff have attended safeguarding training and all are aware of the different types of abuse and their signs and symptoms. All staff have been vetted and are suitable to work with children. Risk assessments are in place and updated regularly. However, staff do not always follow risk assessments or minimise risks effectively, especially in wet weather during outside play. Documentation to keep children and staff safe while in the setting is not maintained. For example, registers of children's attendance are not always accurate. Furthermore, management do not require staff to record that they are in the building until they go on duty, which is often later than their actual time of arrival. These issues compromise the safety of children and staff because it is not possible to account for everyone in building in the event of a fire or other emergency. This means there are several breaches of the requirements of the Early Years Foundation Stage.

The setting has made some progress since the last inspection. They have received two monitoring visits by Ofsted and implemented training for staff and have improved some procedures to make children safer while attending. However, there are still major weaknesses that compromise children's safety. Staff are introducing a new planning system and the management team are supporting its implementation. Staff are developing an understanding of how children learn and develop and are providing planned, purposeful play for the majority of the day. Several staff members hold Early Years Professional status and they are supporting the weaker staff to deliver higher quality teaching for children.

The manager clearly wants to improve practice and the service provided. She has

implemented training for staff and has changed many aspects of the setting. However, changes are not consistent and not all staff follow the training and procedures as expected. For example, the manager does not follow safeguarding procedures effectively. The manager and staff team are working with the local authority to improve their provision. Development plans are in place and priorities for improvement are detailed. The manager reflects on areas that require development and works with the team to make improvements. Relationships have also been formed with several professional agencies. The manager is the special educational needs coordinator and she attends meetings to support children's individual needs. She knows where to access advice and support to help children make progress in their learning and development. In addition, partnerships with parents are secure. Parents are pleased with the setting, they like the staff and feel their children are settled and happy.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	982794
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	41
Name of provider	F & K Care Ltd
Date of previous inspection	24/04/2014
Telephone number	0113 2629090

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

