

Kool Kids Care Ltd

Canal Lane, Lofthouse, Wakefield, West Yorkshire, WF3 3HU

Inspection date	23/10/2014
Previous inspection date	28/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3
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

- Strong partnerships with other professionals make sure that children, who have special educational needs and/or disabilities receive high levels of support that promote their good progress.
- Parents are involved in the assessment of their children's progress. They are invited to contribute to their children's learning experience. As a result, they are knowledgeable about their children's progress and can promote their learning at home.
- Staff have a suitable understanding of the signs and symptoms of abuse and there are clear procedures in place for reporting concerns about children or adults.

It is not yet good because

- The quality of teaching across the nursery is variable and this means that not all children benefit from high quality interactions throughout their play, particularly during small group activities.
- Staff do not always promote young children's communication and language development appropriately with regard to the use of dummies and limited use of modelling spoken language, to encourage thinking and speaking skills.
- The provider does not keep detailed records of the suitability checks and vetting procedures completed for all practitioners. As a result, the provider is not meeting a requirement of the Early Years Register.

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 the main playrooms and the outside areas.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider, who is also the manager of the provision.
- 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 and carers 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

Kool Kids Care Ltd was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a modular building within the grounds of Lofthouse Gate Primary School, close to Wakefield town centre. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 60 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 with 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:

- record information about the suitability checks completed for staff and the identity checks and vetting processes that have been completed, including the criminal records disclosure reference number, the date a disclosure was obtained and details of who obtained it.

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

- monitor the use of dummies by children while they are happily playing to make sure that their attempts at communication are not inhibited by their use
- review how small group activities, such as singing sessions, can be organised more effectively to ensure children are not distracted by groups of children, who are involved in other activities
- support staff to improve their verbal communications with children during play by, for example, offering running commentaries and initiating more discussions, so that all children benefit from high quality interactions in all aspects of their learning.

Inspection judgements

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

Overall, practitioners in the nursery have a sound understanding of children's learning and development. Key persons complete assessments of children's learning with parents when they start in the nursery. This means that they accurately assess children's abilities and continue to build on the skills they have already gained. In most instances, children's play is supported by enthusiastic practitioners, who question them to help them explore their themes. For example, children enjoy lively story times where they take the role of characters in the book. Skilful practitioners help them to tell the story themselves and enhance children's enjoyment through the use of funny voices and facial expressions. However, the quality of teaching across the nursery is variable and small group sessions are not always organised well to ensure children enjoy good quality interactions. For example, during noisy singing sessions in the pre-school room, different groups of children are seated too close together. As a result, children become distracted by those, who are involved in other activities and this hinders their ability to concentrate.

Detailed planning is completed, which results in activities being matched to children's interests and learning needs. For instance, children improve the skills they need for early writing as they use small objects to develop their finger control. They also develop their hand to eye coordination as they pour water from one container to another. There is a suitable balance of child-led play and adult-led learning, which means that children can follow their interests and preferences for learning. However, activities are not always supported by good quality interactions from practitioners, so not all children benefit from a high standard of teaching. For example, during an activity to promote sensory play with babies, there is little commentary from practitioners about the textures of materials to promote children's understanding of how they use their senses as they feel and touch. Communication and language are generally suitably promoted as practitioners use physical gestures, facial expressions and visual signs to support children's spoken language. As a result, children, in general, make suitable progress and have secure foundations that support them in all areas of learning. However, practitioners do not always discourage the use of dummies while children are happily playing. As a result, some children's attempts at spoken language are sometimes inhibited.

Detailed observations and assessments are completed by key persons. This ensures that information shared with parents about their children's progress, is accurate. Assessments are used to monitor children's progress and to identify their next steps in learning. Experienced key persons are proactive in obtaining additional support from other professionals when needed and they work closely with them to plan educational programmes that focus on promoting children's next steps. This results in children being provided with good support when they need it. Consequently, children learn the skills they need to build on their continued learning in preparation for school. Information is shared with parents through regular progress reports, which keep them informed of their children's development. The progress check for children between the ages of two and three years is completed and shared with them. They are also invited into the nursery to discuss their children's progress and activities are shared with them to continue their children's learning at home. Sound partnerships with the local school means that information about children's learning is shared. Therefore, children enjoy continuity in their learning when they move onto school.

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

The key-person system is secure, supporting sound partnerships with parents and making sure information about children's well-being is shared. Key persons obtain information from parents about children's individual needs. They use the information to help children to settle and to make sure each child develops secure attachments early in their care. This means that children settle quickly and they demonstrate they are happy and feel secure. Appropriate staff ratios means that children are supervised and kept safe at all times. Children are taught to assess risks for themselves, so that they learn to keep themselves safe. For example, they learn how to use outdoor play equipment safely during their play and they learn about keeping themselves safe during role-play activities. As a result, they are developing a suitable understanding of how to protect themselves from danger.

Children's behaviour is good because practitioners act as suitable role models. Clear explanations help children to understand consistent boundaries and as a result, they develop a thorough understanding of right and wrong. A strong focus on supporting children's personal, social and emotional development is promoted through effective teamwork, which includes both adults and children. Practitioners ask children to help with simple tasks and offer them praise and encouragement that promotes their confidence and self-esteem. Children develop their social skills through a wide range of experiences. For example, they play cooperatively during role play as they act out their learning experiences from home. They sit together at mealtimes and this helps them to learn how to behave in different social situations because they interact well and enjoy the company of their peers. Children develop a suitable understanding of equality and diversity and the community they live in through an appropriate range of activities. For example, they experience different cultures and share information through stories. As a result, children learn to respect each other's differences and are building secure peer relationships. This means that they are emotionally well prepared for the environment they will experience when they move onto school.

The well-resourced outdoor area provides children with an appropriate range of opportunities for enjoying outdoor learning. Children enjoy outdoor play everyday and this helps them to understand how exercise supports their overall health and well-being. Healthy, balanced meals are provided by a private company and the nursery provides children with a wide range of healthy snacks. Discussions at mealtimes help children to understand how a balanced diet keeps them healthy. Children learn about personal hygiene through robust routines and self-care practices, such as washing their hands after using the toilet and before eating. They learn to dress themselves and use the toilet independently and this means that they can attend to their own personal care when they move onto school.

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

The provider states that the recruitment procedures are secure and she has checked practitioners' suitability through appropriate recruitment and vetting procedures. However, detailed records are not kept of these suitability checks and vetting procedures for all

practitioners and means that these procedures cannot be verified at inspection. This is a legal requirement of the Early Years Register. The impact on children's welfare is minimal as no practitioners are left to work alone with them. All practitioners have a sound understanding of their responsibility to protect children from harm and to maintain confidentiality. There are clear procedures in place for reporting concerns about children or adults. All practitioners have attended safeguarding training and the provider makes sure they are able to identify signs and symptoms that indicate children may be at risk. There are clear procedures in place that direct the use of mobile telephones and cameras within the nursery and these are effectively implemented. Risk assessments are completed to make sure children are kept safe while on the premises. As a result, they are appropriately supervised and protected at all times.

The provider demonstrates a suitable commitment to the ongoing development of the provision and has taken appropriate action to address these areas for improvement identified at previous inspections. The provider seeks the views of parents and children through daily discussions and is working with local authority advisors to develop action plans that target weaknesses in the provision. The educational programmes are monitored to make sure each child is making suitable progress in all areas. Practitioners' ongoing development is assessed through performance management strategies, including supervisions and appraisals. These are used to identify practitioners' strengths and assess any future training needs and in general, they demonstrate a sound understanding of how children learn.

Partnerships with parents are sound. Information is shared and exchanged to meet children's needs and to promote their ongoing learning and development. Parents receive regular feedback regarding their children's daily care and progress through informative discussions and regular progress reports. Parents spoken to during the inspection, show that they are happy with the provision and their children enjoy attending. They confirm practitioners are approachable and supportive. Strong working partnerships with other professionals make sure children with special educational needs and/or disabilities receive positive levels of support across all areas of learning and development. As a result, they have firm foundations for their future development.

The Childcare Register

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

The requirements for the voluntary 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. 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	EY313932
Local authority	Wakefield
Inspection number	877997
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	60
Name of provider	Kool Kids Day Care Ltd
Date of previous inspection	28/03/2012
Telephone number	01924 823322

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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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