

Kushi Care Nursery

3 Dominus Way, Meridian Business Park, Leicester, LE19 1RP

Inspection date	13/11/2014
Previous inspection date	19/11/2013

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

- Staff do not keep accurate records of children's attendance. This applies to those children who arrive at various times and this means that children's safety is not assured, particularly in the event of an emergency.
- The key-person system is not monitored effectively to ensure that every child's care is tailored to meet their individual needs. Parents are not consistently informed of changes made to their child's key-person.
- Children's individual needs are not fully met as they are not always provided with healthy and nutritious alternative foods at mealtimes.
- Children who require additional support in their learning and development do not always receive timely intervention and guidance to ensure they make the best possible progress.
- The monitoring of children's progress and staff performance is not consistently thorough to always identify targeted next steps in children's learning or improve their learning experiences.

It has the following strengths

- Children have easy access to a wide range of equipment and resources in order to make independent decisions in their play.

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 within the three main play areas and the both outside learning environments.
- The inspector held meetings and conducted a joint observation with the provider.
- The inspector spoke with the provider, staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff 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

Andrea Price

Full report

Information about the setting

Kushi Care Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Thorpe Astley area of Leicester and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from three play rooms and there is an enclosed area available for outdoor play. The nursery employs 23 members of childcare staff, 20 of whom hold appropriate early years qualifications to at least level 2 and above. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 109 children on roll, 82 of whom are within the early years age range. The nursery provides funded early education for three-and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- maintain an accurate daily record of the hours of attendance for each child cared for on the premises to promote their safety effectively
- ensure that parents are advised of any staff changes to their children's key-person in a timely manner, in order to ensure that relevant information about children's individual needs is exchanged and parents can fully support their children during this transition
- ensure that the key-person system is effectively implemented, particularly when there are changes to staff deployment, to ensure that staff share relevant information such as likes, interests, daily routine and emerging care needs, to provide consistency of care and learning
- ensure that meals provided are balanced and nutritious and that menus take account of children's individual needs, preferences and dietary requirements, particularly when providing alternative foods, where necessary
- ensure that all children who require additional support in their learning and development receive targeted and specific intervention, including identifying the need for support from the relevant professionals and agencies, in order to achieve their full potential
- implement robust staff performance and professional development procedures so there are clear, measurable targets in place to improve monitoring of children's progress and raise the quality of teaching.

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

The provision is not meeting the needs of all children attending adequately. Due to recent changes in staff deployment and new staff joining the nursery, some staff have little understanding of how best to support children's individual needs. Parents are not made aware of changes to their child's key-person, prior to the move. Some parents feel unsure and become concerned regarding care for their child. In addition, these changes to staff deployment are not fully supported by the provider. For example, key-persons are not given enough time to share their knowledge of the key children, their daily routines or emerging interests, with the next member of staff. As a result, children's individual needs are not always fully met by new team members. Consequently, children are not making good enough progress in their learning and development, which hinders their preparation

for the move to school.

Staff undertake regular observations of children during play, which are evaluated. They are able to explain how they plan the educational programme, based on the current topic of interest. Staff understand the need to record individual children's learning termly and complete assessments of the progress made. However, these are not always fully completed and staff do not always identify individual children's next steps in learning. In addition, current systems to identify and support children with special educational needs and/or disabilities are ineffective as specific individual programmes are not being planned. This also means that intervention from appropriate professionals and agencies is not being sought swiftly. Consequently, not all children are given additional encouragement and support in their learning and development, to make the best possible progress given their starting points. Staff understand their responsibility to complete a progress check for children aged between two-and-three years. This helps to monitor their progress in the three prime areas of learning and is shared with parents.

Staff have a basic understanding of child development. They plan a generic range of activities that cover all seven areas of learning throughout the week. These include opportunities for structured and unstructured learning experiences. For example, babies are supported by staff as they give encouragement for them to stand, walk or crawl. This enables them to explore and be active, promoting their physical development. In the outdoor environment, toddlers and older children access a range of mark making tools and paper to support their small physical skills and to develop their dexterity and co-ordination in preparation for emerging early writing. Children's communication and listening skills are adequately supported as staff often join in play and engage the children in conversation. Staff encourage children's interest in books, reading stories with children, individually and at group times. They sing songs and nursery rhymes with them, developing their language skills and the enjoyment of group activities. Children who speak English as an additional language are supported well by staff. They work in partnership with parents to use simple words to support children's home language, which means each child's uniqueness and culture is acknowledged. In addition, some staff members are bi-lingual. Parents say that they feel this is a benefit and helps their children to settle quickly.

Staff gather some information from parents of their children's likes, dislikes and routines before they enter the setting. They are encouraged to become involved in their children's learning and development. Specific achievements and care routines are shared with parents on collection and information about forthcoming events and activities are shared with them.

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

Children's well-being is not always assured as they are not fully supported when changes to their key-person are made. In addition, new staff are not given time to develop friendships or gain information about key children before they are introduced into the playroom. Consequently, the children's individual daily routines or next steps in learning are not known or planned for effectively. For example, some younger children are not provided with their appropriate bedding at sleep time, to ensure that they can settle with

ease.

Toddlers and pre-school children are able to choose when to have their snack and are offered a healthy selection of fruit and vegetables. The provider has ensured that staff involved in the preparation and handling of food in the nursery have received the appropriate levels of training. The nursery uses a four-week rotating menu, which is shared with parents. In addition, staff record the food eaten by children and this information is shared with parents upon collection. However, children's individual needs, preferences and dietary requirements are not always fully met during mealtimes. Parents are deterred from providing their own meals, as part of the nursery's policies and procedures regarding healthy eating. However, the alternatives provided by the nursery are not always nutritious or filling for those children who may not like the food on offer or are just settling in to the nursery routine.

Good manners are encouraged as staff in the preschool encourage children to say please and thank you. This helps the children to understand how to be polite and the boundaries of acceptable and unacceptable behaviour. Staff support and gently prepare children's move to school by allocating time to talk, discussing how children feel. Children are encouraged to write letters to their new teacher, telling them things they wish them to know. Staff complete transition reports, which are shared with teachers and parents.

All children take part in regular outdoor play to support a healthy lifestyle. They benefit from playing on large equipment to support physical and coordination skills. For example, children balance on wooden logs pretending that they are jumping over water. Younger children are supported well and enjoy playing with ride on toys navigating back and forth confidently. Pre-school children enjoy planting vegetables and talking about things they need to grow, healthy foods and cooking. Children are gaining an awareness of personal hygiene practices in order to protect their own health. For example, toddlers are gently encouraged to follow good hygiene practices by staff. Pre-school children manage their own personal care independently, such as washing their hands before snack and after toileting. Staff support children to practise the procedures for evacuation, ensuring they are prepared to leave the premises quickly and safely. However, this process is compromised by the lack of accurate records of children's daily attendance, in order to clearly ascertain which children are present at any given time. Staff remind pre-school children about safety as they manage the stairs. Therefore, children are learning some aspects of keeping themselves safe.

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

The leadership and management of the nursery is inadequate and there are breaches to the safeguarding and welfare requirements. Since the last inspection, the provider was issued with a number of notices to improve. Ofsted have also carried out a further visit and issued a notice to improve regarding the training of staff involved in the preparation and handling of food served to children. The provider has now ensured that all relevant staff have received appropriate training in food safety. The provider had also made some further improvements to the general practice, although the inspection has found that this

has not been sustained. Children's safety is compromised because staff do not accurately record children's attendance, particularly when they arrive at various times during the day. This means that staff are not always fully aware of who is present, hindering children's safety, particularly in the event of an emergency evacuation. Children's individual needs are not fully met as the provider does not advise parents of changes to key-persons beforehand. As a result, children are not fully supported during these times of change. Furthermore, staff are not given adequate time to share knowledge of their key children with the next key-person. As a result, children's daily routines and next steps in learning are not known or understood by new staff. This delays the progress that children can make. Children are not always provided with healthy and nutritious alternatives at mealtimes and their individual needs, preferences and dietary requirements are not fully met.

The provider has a poor understanding of her role as the special needs coordinator for the nursery. For example, arrangements for children who may require additional support are not effective and the planning is not specific in supporting their individual needs, in order for them to achieve. Therefore, appropriate interventions are not secured quickly so that children receive the support they need.

The staff team are aware of possible signs of abuse and neglect, and they know who the designated officer for child protection is. Staff know which agencies to report to and where to seek further advice, if required. They are knowledgeable of the nursery's policy and are able to describe procedures to be taken if they have any concerns regarding staff practice or conduct with regard to children's welfare. Risk assessments are undertaken in both the inside and outdoor environments. This ensures that hazards are identified and monitored effectively. For example, security arrangements are effective, therefore, children cannot leave the premises unsupervised. In addition, visitors are asked to provide full identification and are required to sign into the visitor's book. Appropriate recruitment and selection procedures are in place to assess staff's suitability. The provider is beginning to introduce peer reviewing and one-to-one supervision meetings with staff. This is in its infancy and is not robust enough to assess all staff's performance accurately. Staff are encouraged to access a range of training courses, such as safeguarding and paediatric first aid. These are implemented within an induction programme. Furthermore, staff are supported to undertake formal qualifications, improving their knowledge of child development and teaching skills. Staff carry out observations and assessments of the children at play. Current monitoring of children's learning and development gives staff a basic overview of children's skills, abilities and progress. Staff are able to demonstrate that children make some progress overall. However, the provider's current monitoring and tracking processes are not consistently thorough. Management and staff do not identify individuals or groups of children who need additional support or highlight which aspects of teaching or the educational programme need improving. Staff, parents and children are encouraged to participate in the self-evaluation process. The provider has identified some priorities for improvement, such as the introduction of peer observations.

Staff welcome parents into the setting and encourage them to become actively involved in their child's early education. For example, during their initial visits, staff inform parents about what the nursery has to offer, giving examples of activities undertaken by children. Children's learning journeys are shared with parents. Parents are complimentary about the

setting. The nursery's complaints procedure is shared with parents to ensure that they know how to express any concerns they may have about the provision and can be assured of how such concerns would be addressed. However, information regarding staff changes are not effectively communicated to them, such as knowing about their child's key-person. In addition, photograph boards displaying the key-persons do not always match staff deployment. Staff demonstrate that they work closely with other provisions that children attend, such as school, to support continuity in their care and learning.

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 any food provided is wholesome and nutritious (compulsory part of the Childcare register)
- keep a daily record of the names of the children looked after on the premises where childcare is provided (compulsory part of the Childcare register)
- keep a daily record of the names of the children looked after on the premises where childcare is provided (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. 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	EY459048
Local authority	Leicestershire
Inspection number	962572
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	120
Number of children on roll	109
Name of provider	Kushi Care Limited
Date of previous inspection	19/11/2013
Telephone number	0116 2899369

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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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