

Kinder Care Day Nursery

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

Inspection date

02/10/2014

Previous inspection date

03/04/2014

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

4

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The quality and standards of the early years provision

This provision is inadequate

- Children are not safeguarded because the provider has failed to follow the correct safeguarding procedures, particularly in relation to allegations being made against members of staff.
- Children's well-being and safety are compromised because staff do not implement behaviour management strategies effectively. As a result, some children's negative behaviour is unchallenged and escalates.
- Supervision systems are not effective in providing support, coaching and training to ensure that all staff have the knowledge and skills to fulfil their roles successfully and promote the care and learning of the children.
- Staff do not make the most effective use of the children's interests and identified next steps in learning to focus activities in order to provide rich and highly challenging experiences for them. As a result, children do not make good progress.

It has the following strengths

- Staff get to know children and their parents well, which enables them to form good relationships with them. Consequently, most children's learning is shared and supported to continue at home.

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 toured the premises and observed activities indoors and outside.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the management of the provision and spoke to staff throughout the inspection.
- The inspector looked at children's observation and assessment records and the planning documentation.
- The inspector checked evidence of suitability of the staff and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Josephine Heath

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. 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 attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 46 children on roll who are in the early years age range. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It provides funded early education for two-, three- and four-year-old children. The nursery also offers care to children aged five years to eight years. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications. Of these, five staff hold a qualification at level 3, three staff hold a qualification at level 5 and one holds a qualification at level 6. 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:

ensure that the safeguarding policy and procedures are implemented at all times, this includes taking the correct action in the event of an allegation being made against a member of staff.

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

- ensure that staff manage children's behaviour in an appropriate way, so all children receive clear messages about expectations and boundaries in order to support their different needs
- ensure that the supervision of staff is effective in order to provide support, coaching and training so that all staff have the knowledge and skills to fulfil their roles successfully and the interests of children are promoted
- ensure that staff's understanding of the observation, planning and assessment process is developed further, so that pre-school aged children are provided with highly stimulating and challenging learning experiences.

Inspection judgements

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

Children are encouraged to explore the environment uninterrupted and engage in a range of play activities. Staff approach children when appropriate and use their knowledge of the children's needs and their own skills to enhance learning. In the baby room, staff support children to 'have a go' when attempting activities for the very first time, such as making mark with different materials. Staff initiate turn-taking games, for instance rolling balls, and tasks, such as tidying away the blocks one by one. They also use outdoor play to further enhance children's physical skills in negotiating space and climbing confidently. In the pre-school room, staff use the opportunity of children role-playing being at home to support them to play together and talk through their ideas. They also carefully intervene in art activities to guide children's learning and support them using tools. The staff have a suitable knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and make attempts to use this to help children make progress. Key persons know their children well and pinpoint areas of development in which children achieve well or need some extra support. Staff collate information about children's developmental starting points from initial observations and discussions with parents, in order to try to inform planning from the outset.

The quality of teaching varies between activities, particularly in the pre-school room. There are times when staff do not fully support children to learn because the planned activities do not always stem from children's interests or prior learning. For example, planned building and construction activities briefly engage children and certainly extend their expressive arts and design skills, communication and language and understanding of the world. However, the limited staff interaction means that children's interest is not sustained. Equally, during some group sessions, staff do not support all children to participate. For example, some group literacy activities are mundane and not well tailored to children's current abilities. Consequently, children are not always motivated to join in or learn and the progress they make is not consistently good. Nevertheless, other activities do encourage children to play and learn.

Support for children with special educational needs/and or disabilities and children who speak English as an additional language at the nursery is generally sound. Staff effectively use observation and assessment information to identify areas of need and to target areas of delay for these children. In addition, the special educational needs coordinator is experienced and works well with other staff, parents and professionals to ensure that they intervene and support children where they are doing less well. Partnerships with outside agencies are generally effective. Relevant information is shared so accurate assessments of progress are made, which means that achievement gaps are narrowed. However, in the pre-school room, staff do not always take account of all of the children's individual interests when planning for their future learning. This means that planned activities do not always fully interest and engage children, in order to promote their learning as well as possible. On the whole, children are acquiring the basic skills and attitudes they need to be ready for school because staff have regard to all areas of learning.

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

Children's well-being is compromised because the provider has failed to follow the correct safeguarding procedures. In addition, the nursery behaviour management strategies are not effectively implemented, with particular regard to children's individual needs. At times, negative behaviour remains unchallenged or escalates due to the inappropriate type or timing of interventions. Staff do not always actively reinforce the behaviour expectations of the nursery effectively to children, particularly in instances where children throw toys or hit staff. However, most children behave well and are learning effectively about the behaviour boundaries of the nursery because staff gently guide them and remind them of behaviour rules. For example, pre-school children are reminded not to sit on the back of furniture, in case it tips over and they fall off. These children demonstrate their understanding by climbing down and resuming their games. Staff use stickers as a reward for good behaviour and those children who follow the behaviour boundaries of the nursery receive these as a reward.

Children do form strong bonds and attachments to staff because an effective key-person system is in place, which allows them to feel safe and secure. However, this is a false sense of security because the provider's knowledge of safeguarding is weak. Each key person engages with parents well before children start the nursery through the use of trial sessions. Parents fill in All about me packs on entry, which ensures information is shared about children's care needs and home lifestyle. This enables staff to put in place appropriate measures to support children to settle into the nursery. The nursery is welcoming and stimulating for young children. All children display good levels of self-esteem. For example, they confidently chat to the inspector and can talk about their likes and dislikes. Children are motivated to engage in a variety of activities and explore their nursery environment, both indoors and outside, independently. Resources are suited to children's needs and abilities and promote their learning and independence. Children choose their games and access what they want to during play. This demonstrates that children display good levels of self-motivation to learn.

Staff prepare children well to manage their own personal needs which supports them in preparation for the move to the next stage in their learning. For example, staff support children to manage their own toileting and hand washing. They use meal times and snack times to promote healthy lifestyles and independent choice. Also, staff use some circle games to begin to build on social and listening skills. Therefore, children are consistently encouraged to begin to manage their own self-care and are well supported in their emotional development. Children are also beginning to learn to keep themselves safe. For example, staff encourage children to use scissors correctly and support them to negotiate larger climbing equipment outside by providing nearby support.

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

Children are not fully safeguarded at this nursery because the provider failed to follow the correct safeguarding procedures when dealing with allegations made against members of staff. Although allegations were recorded and investigated internally, the provider failed to

report concerns to the local statutory children's services or Ofsted. The provider recognises that the issue was safeguarding concern. However, following further investigation by the provider, she did not consider the allegations to have been accurately recorded by her management team. Therefore, she did not deem the allegation a reportable concern and no action was taken as a result. This lack of action regarding such matters by the provider means that children are at risk of harm. This is a breach of requirements of the Early Years Foundation Stage and the Childcare Register. Safeguarding information is displayed for staff and parents throughout the nursery and there is a written policy in place. Staff demonstrate they have an adequate knowledge of what to do if they have any concerns about a member of staff or any concerns that a child may be at risk of abuse or neglect. Management have improved their recruitment procedures since the last inspection. They now ensure all relevant checks are in place before new members of staff start at the nursery. They also ensure they go through a comprehensive induction process and a probationary period of supervision before the new staff member's employment is made permanent.

The provider has a basic understanding of her role in meeting the learning and development requirements and is beginning to monitor the educational programmes. She has introduced additional meetings and training to improve staff knowledge in this area. The provider is also now conducting regular checks on children's learning journals and all progress reports. In addition, planning is now more focused on the prime and specific areas of learning to meet the developmental needs for most children. Observation and assessment processes are in place. However, staff's understanding of these processes is not fully secure, which means children do not benefit from highly stimulating and challenging learning experiences, tailored to their specific needs at all times. Staff are highly qualified, which has some positive impact on the quality of teaching. The management team are beginning to conduct regular supervisions and observations of staff, which are currently focused on improving the educational programmes they deliver. Staff are given training opportunities, including more focussed training on learning and development, in order to raise the quality of teaching. However, the supervision of staff does not result in them receiving sufficient support and training to ensure that they have the knowledge and skills to ensure that children's progress towards the early learning goals is good.

There are strategies in place to evaluate the quality of the provision. Staff are encouraged to reflect on their practice and share their ideas. Parents' and children's views are also taken into account. This includes making use of a You said, we did board, which highlights parents' opinions and what action has been taken to implement their ideas. This means the management is able to identify some areas for improvement. However, arrangements for self-evaluation are not fully robust, as the provider has failed to recognise where there are breaches in requirements regarding safeguarding again. Staff develop partnerships with parents and external agencies. Parents say that they feel the nursery staff have contributed to the progress their children have made in the last year. The staff regularly share information with parents and reach out to them in a variety of ways. Many staff are bilingual and they use their knowledge to ensure they can communicate with all parents through discussion, pictures and translation tools. They make use of daily feedback, letters, events and workshops to make sure parents are fully involved in their children's learning. Staff also actively ensure they understand the Early Year's Foundation Stage by

sending out relevant information. Partnerships with other agencies, such as social workers, speech and language therapists, and the local children's centre, ensure that children with specific needs receive the support they need. The nursery makes use of a local development officer to support better practice and highlight where improvements are still to be made. Partnerships with the local nurseries and schools ensure that children moving on feel confident and ready to leave the nursery and move to the next stage of their 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:

- implement the written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (the compulsory part of the Childcare Register)
- ensure the lead practitioner liaises with any local Safeguarding Children Board and Director of Children's Services as appropriate (compulsory part of the Childcare Register)
- ensure that Ofsted is informed of any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises, or by any person, where the allegation relates to harm or abuse occurring on those premises (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- implement the written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (the voluntary part of the Childcare Register)
- ensure that Ofsted is informed of any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises, or by any person, where the allegation relates to harm or abuse occurring on those premises (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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	EY341970
Local authority	Birmingham
Inspection number	976342
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	46
Name of provider	Aprex Ltd
Date of previous inspection	03/04/2014
Telephone number	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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