

Kabuki Child Care Centre Ltd

Kabuki Child Care Centre, Fairfield House, BARNSELY, S70 2FL

Inspection date	15/12/2014
Previous inspection date	17/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a good understanding of how children learn and develop, and engage them well in activities. As a result, teaching is effective and children make very good progress in their learning.
- Staff are thoughtful and considerate towards children, and they treat them with respect and kindness. As a result, children feel safe and secure in the nursery.
- Management follow robust procedures in safe recruitment, induction training and safeguarding children. This means children are protected and their welfare is assured.
- Partnerships with parents are valued and are strong. This ensures continuity of care and learning for children.
- Management provide strong leadership to a committed team of staff. They implement plans for improvement, which are well targeted to further raise the quality of the provision and outcomes for children.

It is not yet outstanding because

- Opportunities for children to engage in open-ended activity indoors with natural objects and materials are not always maximised. This is because most toys and equipment are commercially produced and cannot be used, moved and combined in a variety of ways.
- Opportunities to enable children to observe writing are not maximised in the outdoor play area to ensure the consistent progress of children's understanding that print has a meaning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities at various times of the day in the play areas and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken with on the day.

Inspector

Helene Terry

Full report

Information about the setting

Kabuki Child Care Centre Limited was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and managed. The nursery operates from four play areas on the ground floor of a converted building, and a separate studio is used for music and dance. The nursery is situated in Barnsley, South Yorkshire. It serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs nine members of staff who care for the children. Of these, seven hold appropriate early years qualifications at level 2 or above. One member of staff holds a degree in early years. The directors of the nursery are qualified teachers. The nursery opens each week day for 50 weeks of the year, from 7.30am until 6pm, and on Saturday from 8am until 1pm. Children attend for a variety of sessions. There are currently 58 children attending who are in the early years age group. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- provide further opportunities indoors for children to engage in activities that do not require an end result, by providing natural and stimulating resources which are open-ended so that they can be used, moved and combined in a variety of ways
- improve opportunities for children to further develop their early literacy skills, for example, by providing an outdoor play area that is rich in print.

Inspection judgements

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

Staff are very knowledgeable about the Early Years Foundation Stage, and of how children learn and develop. They plan a broad range of activities that reflect children's interests and learning needs. Staff use their observations of children, and their accurate assessments to plan and adapt activities to precisely match individual children's next steps in learning. The nursery extends the curriculum by offering dance and music sessions led by a specialist teacher to further enrich learning. Therefore, children benefit from a good mix of adult-led learning and child-initiated play that is very appropriate to their age and stage of development. Consequently, children make good progress and develop the skills that they need in readiness for school. Staff actively encourage parents to share what they know about their children from the very start. This enhances continuity of care and maximises learning. Parents provide information about their children's prior achievements

and developmental needs. This includes key words in home languages, together with their pronunciation, so that staff can support children who speak English as an additional language. This good quality information helps staff to establish, and build on, accurate starting points. The nursery uses an electronic system to record and share children's progress. Parents can access this at any time. Therefore, they are kept very well informed of their children's development and their next steps in learning. Consequently, parents are able to support continuity in learning at home. Children's progress checks, between the ages of two and three years, are also completed alongside parents and the health visitor. This ensures that any additional needs a child may have are quickly identified and interventions are put in place where needed to maximise learning.

The quality of teaching is good. Enthusiastic staff use effective strategies to motivate and engage children. For example, during activities they carefully phrase open questions to stimulate children's thinking, communication and understanding. They follow children's interests very well, and are adept at using incidental opportunities to extend learning. For example, when staff notice that a child is wishing to play with a truck and make marks in the flour on the baking table, they set up another activity to enable the child to continue this activity. Children's mathematical development is also fostered well at the same time. For example, staff encourage children to find, and use the 'biggest spoon' to remove the flour from the packet. In addition, they encourage children's counting skills as they count the spoonfuls of flour into a bowl. Children learn about capacity, shape and measure as part of their baking activities.

The indoor environment is rich in print, including writing in different languages, to support those families who speak English as an additional language. The use of labels, signs and displays support children to learn about words and understand that print carries meaning. However, there is scope to develop this in the outdoor environment to further enhance children's early reading skills when they play and explore outside. Staff provide lots of opportunities for children to be creative to express their thoughts and ideas. Children work cooperatively as they make 'Santa's grotto' from cardboard boxes. Babies make collage pictures using materials, such as cotton wool and tinsel. Staff sit and talk with them about the different textures and introduce words, such as 'spiky', 'shiny' and 'soft'. Toddlers develop hand and eye coordination and small muscle movements as they use spatulas to apply glue, while babies explore the glue using their hands. Children have access to a wide range of activities that are easily accessible to them in the playrooms. However, there are fewer opportunities for children to play with more natural resources and engage in heuristic play, so that they learn by using their senses and engage in more open-ended activities. Staff engage children in lots of musical and movement activities. Children confidently explore and learn how sounds can be changed using the musical instruments, and they move rhythmically to the music developing their confidence and physical skills.

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

Children are happy and settle well in the nursery. Key persons work closely with parents in order to understand children's personal care needs. Children benefit from the nurturing effect of this, and show secure attachments and positive relationships. Staff support parents and children throughout the settling-in period so that moves from home are

smooth. In addition, children are also supported very well as they move through the different playrooms and eventually on to school. Teachers visit the children in the nursery prior to starting school and staff share information with them. This helps children to make positive relationships and feel more confident. The daily routines provide a high degree of structure, which contributes to children's growing confidence, positive behaviour and sense of security.

Children learn to be independent. For example, they make choices about the activities, help set the tables for lunch, and put on their coats and shoes. Children are praised regularly and are clearly valued and respected, which enhances their self-worth. Staff are positive role models and set good examples to children. As a result, children show care and concern for others and their environment, and they learn to share, take turns and work cooperatively. The nursery environment is bright and stimulating, with a good range of resources that are at child height to enable children to make choices and to be involved in active learning. Children's work and their photographs are very attractively displayed. This helps children develop a sense of belonging and builds their confidence. To further support children's emotional needs, there are photographs of close family members displayed on the walls. In addition, babies have their All about me books, which contain photographs of themselves and their parents which they can access throughout the day.

Children develop a good understanding of how to keep themselves safe and healthy. Children recognise when they need to wash their hands and make every attempt to do this independently. Staff sing with them 'the washing hand song', which helps children to learn to wash and dry their hands correctly. In addition, children also begin to understand about the importance of oral health, as they brush their teeth after lunch. The nursery provides freshly cooked hot meals for lunch, and a similar combination of healthy snacks each day. Staff speak with children about food that is good for them to help them understand about the importance of a healthy diet. Children have regular access to the outdoor play area where they can exercise in the fresh air. Children move about freely and develop control as they negotiate the obstacle courses that they make, using wooden planks and crates. Children take risks as they climb and balance showing that they have confidence in their own abilities.

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

The manager and staff team have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff demonstrate a good understanding of child protection issues. There are strong safeguarding policies and procedures in place, including clear reporting procedures to follow if there is a concern about a child. There are robust systems for the recruitment, vetting and induction of staff to ensure that they are suitable to work with children. All staff are paediatric first-aid trained, and there are effective systems in place for recording accidents and the administration of medicines. There are thorough risk assessments in place and staff carry out daily safety checks to ensure the environment is safe and ready for the children's arrival. As a result, risks to children are minimised and they are protected well.

The manager has a very good overview of the educational programmes and effectively monitors the staff's observations, assessments and planning. She carefully monitors and analyses data about groups of children to help her identify gaps in learning, and the training needs of staff. Consequently, any gaps in children's learning are identified quickly and interventions are put in place to close those gaps. There are good systems in place to monitor the professional development of staff. The staff team share good practice in staff meetings, and are proactive in accessing relevant training to improve the learning outcomes for children. The manager conducts regular supervision of staff, including peer observations of their practice. The manager and staff team regularly reflect on their practice and use self-evaluation to drive improvement effectively. Parents and children are also involved in the self-evaluation process through questionnaires, discussions and observations of children. The nursery has made substantial progress since the last inspection. All the areas identified for development have been addressed well. Staff now plan activities, using their good observations and assessments of the children's progress, across all seven areas of learning, which target individual children's next steps. They support and challenge children as they play and explore effectively, consequently, they extend learning well.

Partnerships at all levels are very strong. Parents are full of praise for the nursery and highly recommend it. They appreciate the personal approach that staff take to meeting the needs of their children. They report that their children achieve very well. For example, they say that their children's confidence, social and language skills have improved immensely. Parents receive very good information about the setting, through the policies and procedures, newsletters, social media and information that is displayed within the nursery. The nursery works closely with other professionals, such as health visitors and other early years providers that children attend. This ensures continuity of care and learning for children who attend the nursery.

The Childcare Register

The requirements for the compulsory 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	EY466990
Local authority	Barnsley
Inspection number	962960
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	52
Name of provider	Kabuki Child Care Centre Ltd
Date of previous inspection	17/02/2014
Telephone number	01226 792667

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

