

KiddieCare Nursery

St. Laurence Church Hall, Shepherds Close, Uxbridge, Middlesex, UB8 2EZ



Inspection date

11 July 2016

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--------------------------------------------------------|----------------------|----------------------|---|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The management team does not monitor staff practice effectively enough to help improve the quality of teaching to a good level. In addition, systems to help gauge children's progress are inaccurate, making it more difficult to spot those children who may need extra help.
- Staff do not always identify and plan for the most important next steps of learning for each child. This means children do not make consistently good progress.
- Self-evaluation is not used adequately to identify and tackle weaknesses in practice.
- The programme for teaching mathematics is sometimes not matched closely enough to the age and stage of development for all children.

It has the following strengths

- Staff are kind and caring. They value and respect all children. Clear expectations and boundaries help to ensure children's good behaviour.
- Staff provide a well-resourced environment that enables children to make free choices about their play. Overall, most children are curious, enjoy exploring and play well together.
- Relationships between staff and parents are positive. Good information sharing takes place between staff and parents, and some links have been built up with the local schools to support children when they move on.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <ul style="list-style-type: none"> improve systems to gauge the effectiveness of staff performance and the progress of children to secure consistently good quality teaching and children's learning | 05/09/2016 |
| <ul style="list-style-type: none"> improve staff's knowledge of how to accurately assess children's progress to help plan appropriate activities for what they need to learn next. | 05/09/2016 |

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

- improve self-evaluation processes to accurately assess those weaker areas that need addressing to improve outcomes for children
- review the programme for mathematics, particularly to ensure that challenges are matched more closely to the learning needs of the children.

Inspection activities

- The inspector spent the majority of time observing the children in the nursery and in the garden.
- The inspector looked at a sample of children's information and development records.
- The inspector held discussions with the manager, area managers and staff.
- The inspector talked to parents to obtain their views about the nursery.
- The inspector completed a joint observation with the manager.

Inspector

Jennifer Devine

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are confident about the procedures to follow and know who they should contact if they have any concerns about children's welfare. Staff recruitment procedures are thorough and appropriate vetting procedures are in place. Staff receive regular supervision and attend further training to help their development. However, the systems to monitor children's progress and for self-evaluation do not always identify weaknesses in the quality of teaching or children's learning. For example, when undertaking a joint observation of children, the manager could not fully identify how the teaching and children's learning could improve.

Quality of teaching, learning and assessment requires improvement

Staff set up the playroom with a range of activities to encourage children's interest to play and learn. Children gain skills in becoming independent, for example, as they make free choices about their play. However, the quality of teaching is not consistently good. Although staff make many observations and assessments on children's development, they do not always accurately identify the key areas for what all children need to learn next. This leads to teaching and planning which are not always fully effective. For example, mathematical activities planned are not always appropriate for the children's stage of learning. Despite this, children enjoy taking part in most activities. For example, during group time they have discussions about how they are feeling, helping them to develop their confidence and self-esteem.

Personal development, behaviour and welfare are good

The key-person system is effective, and this enables parents, children and staff to form close bonds. Staff are skilful in praising children when appropriate. They teach children to respect others and the environment. Children are kind, friendly and play well together. All children enjoy daily opportunities to develop their physical skills. For example, children develop their balance skills as they carefully manoeuvre over the obstacle course in the garden and learn to keep themselves fit. Children learn about healthy lifestyles, for example, they talk about the effects of the sun on their skin and they choose when they are ready to have a healthy snack and drink.

Outcomes for children require improvement

Children are generally motivated to learn, but do not make good progress given what they know when they start. They learn to share, to take turns and develop some independence skills in preparation for starting school. However, weaknesses in monitoring and staff's teaching and assessment processes mean that children are not always supported enough to make good progress.

Setting details

| | |
|--------------------------------------------------|-----------------------------------------------------|
| Unique reference number | EY477500 |
| Local authority | Hillingdon |
| Inspection number | 974914 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 13 |
| Name of registered person | Kiddiecare Nurseries Ltd |
| Registered person unique reference number | RP905537 |
| Date of previous inspection | Not applicable |
| Telephone number | 07436588122 |

KiddieCare Nursery registered in 2014 and operates from a church Hall in Uxbridge, Middlesex. The nursery opens Monday, Wednesday and Thursday from 9am to 2pm, term time. The nursery receives nursery education funding for children aged two, three and four years and early years pupil premium funding. The nursery employs three staff, who all hold appropriate early years qualifications. One member of staff holds qualified teacher status, one has a qualification at level 6, and one has a qualification at level 3.

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