

Kabuki Child Care Centre

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



Inspection date

18 July 2016

Previous inspection date

15 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Older children do not have time to build secure relationships with new adults to ensure their individual needs are met successfully. Recent staff changes in the older children's room mean the key-person system is not effective.
- Staff do not deal with older children's behaviour effectively.
- The provider has not yet implemented effective systems for checking on staff performance to continually develop and improve the quality of their teaching practice.
- Areas for improvement have been identified, however, they have not yet been addressed in order to drive up standards.

It has the following strengths

- The environment inside and outside is well resourced and provides children with a wealth of opportunities to play and explore. Babies especially benefit from the calm and caring environment staff provide.
- Most children are confident and happy. They are becoming increasingly independent. They pour their own drinks at snack time and help to tidy up their plates and food after lunch.
- Good communication with parents means that they are well informed about their children's next steps in learning. Parents speak highly of the care their children receive.
- Recruitment checks ensure that staff are suitable to work with children to meet their learning and welfare needs. Children are safe at the setting because the staff are appropriately qualified and maintain close supervision during activities, both inside and outside.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ implement an effective key-person system for older children to ensure that every child receives care experiences that are tailored to meet their individual requirements 	18/10/2016
<ul style="list-style-type: none"> ■ ensure staff have the knowledge and skills to manage older children's behaviour effectively 	18/10/2016
<ul style="list-style-type: none"> ■ implement arrangements for staff supervision meetings and provide staff with appropriate support that addresses their professional development needs and promotes children's learning. 	18/10/2016

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

- develop the use of self-evaluation to address weaknesses in order to drive up standards.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider, manager and deputy manager. She looked at relevant documentation, such as the setting's development plan and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management requires improvement

Although the provider is committed to providing a safe and nurturing environment for children, recently there has been a period of change and a high staff turnover. However, the newly employed staff are qualified and the manager is keen to improve outcomes for children. She is clear about the areas for improvement, however, these are in the early stages of being addressed. The manager has systems in place to track children's progress. Staff regularly attend training events to increase their knowledge and skills. However, staff supervision meetings have not been implemented to ensure staff receive effective support or to check their teaching practice. Arrangements for safeguarding are effective. All staff have a very clear understanding of how to keep children safe and protect them from harm or abuse.

Quality of teaching, learning and assessment requires improvement

There are some good examples of teaching, particularly in the baby room where staff have a secure understanding of how babies learn. However, teaching is inconsistent in the older room where there is a high number of new staff. These staff have not had the opportunity to build up a secure understanding of individual children's learning and development needs. Staff interact with children in their play and ask appropriate questions to prompt their thinking and extend their communication and language skills. Staff support children who speak English as an additional language to confidently communicate in English and their home language. Babies take part in cooking and baking activities. They practise their physical handling skills, mixing and stirring.

Personal development, behaviour and welfare require improvement

Due to the recent staff changes, the key-person system is in the process of being re-established. This means children have not had time to form secure attachments with the new adults who care for them. However, they form good relationships with familiar staff. New staff working with the older children do not manage children's behaviour effectively. This sometimes causes younger children to be unsettled. Staff have completed first-aid training and know how to deal with any accident or incident that may occur. Routine care practices, such as nappy changing, are positive and of a good standard. The setting is clean; this helps staff to maintain good standards of hygiene. Staff cooking and serving food have completed food hygiene training. Children have good opportunities to develop their physical skills. They join in with organised singing and dancing activities.

Outcomes for children require improvement

Children are not supported as well as they could be to become highly successful learners. Their individual needs are not met well enough. Nevertheless, children are making some progress and are gaining the basic skills they need for school. Children enjoy using props during story time and anticipate familiar words in the book. This helps to develop their literacy skills. Children are developing their communication skills. They play well together.

Setting details

Unique reference number	EY466990
Local authority	Barnsley
Inspection number	1056050
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	54
Number of children on roll	82
Name of registered person	Kabuki Child Care Centre Ltd
Registered person unique reference number	RP908067
Date of previous inspection	15 December 2014
Telephone number	01226 805400

Kabuki Child Care Centre was registered in 2013. The setting employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above, including two with qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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.

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