

Inspection date

15 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- Staff do not effectively assess outings for risk. They do not always identify and address all of the potential hazards that could put children at risk of harm.
- Partnerships with other settings that children attend are not fully established. Staff share some information about children's learning; however, it focuses more on what children like and where they struggle rather than where to target next steps in learning.
- Staff do not use the activities they plan, such as group learning times, to support all children's learning effectively. Not all children are making the best possible progress in their learning and development at these times.

It has the following strengths

- Children have good opportunities to develop their mathematical skills. Staff help them to use mathematical language in a range of learning experiences. For example, children talk about how to divide the animals by type and learn about volumes in the garden.
- Staff encourage children to be independent. For instance, children enjoy choosing their own snack, get their own drinks and carry them carefully to the table.
- Staff track children's development effectively and are aware of where and how to provide additional support.

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

- | | |
|---|------------|
| ■ ensure that risk assessments identify all possible hazards to children and minimise these to keep children safe | 08/08/2016 |
|---|------------|

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

- develop further partnerships with other settings that children attend to help provide even greater continuity for children's learning and development
- make better use of group times to support all children's interest and engagement in learning.

Inspection activities

- The inspector held a meeting with the deputy manager and discussed areas of practice with the manager.
- The inspector conducted a joint observation with the deputy manager.
- The inspector observed the quality of teaching inside and outside, and assessed the impact of this on children's learning.
- The inspector spoke to parents and took their views into consideration.
- The inspector viewed documentation, such as children's learning records, risk assessments, and policies and procedures.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff know what to do if they have concerns about children in their care and carry safeguarding contact information with them at all times. However, they do not always carry out effective risk assessments to identify and minimise all potential hazards that children may be exposed to. This is also a breach of the Childcare Register. Staff receive support from management to further their professional development. For example, they share good practice learnt from training. The leadership team and staff evaluate the quality of teaching and take account of the views of parents and children in reviewing the provision.

Quality of teaching, learning and assessment is good

Staff generally work well together to ensure that children receive consistent support in their learning and development. Staff track children's learning well and are aware of their strengths and the areas where they need further support. For example, they plan activities to motivate children's individual learning, although at times, group sessions are not always as effective. The leadership team monitors children's overall development well, to help them ensure that children make consistent progress. Parents are kept well informed of their children's development and learning, although partnerships with other settings are still developing. Staff help children to learn more about the world around them. For instance, they skilfully talk to the children about different animal sounds and teach them the animals' names. Children have good communication and language skills. They listen well and are able to follow instructions, such as whose turn it is next.

Personal development, behaviour and welfare require improvement

Staff know children well. For instance, they consider younger children's individual needs well and know when they will benefit from spending time with older children. Staff are good role models and help children to learn about healthy lifestyles. For example, they wear sun hats and show children the importance of wearing sun cream. Staff do not take account of all potential risks when children are on outings. For example, during a recent outing a few children sustained a minor injury. However, staff used their first-aid knowledge to deal with these injuries appropriately.

Outcomes for children are good

Children make good progress overall in their individual learning and development. They behave well, are motivated to learn and have good concentration skills. Children persist at activities and are confident to build and develop their ideas. They make choices during their play. For example, they like to choose whether to play inside or outside. Children learn a good range of skills and these help them to be ready to start school.

Setting details

Unique reference number	EY476511
Local authority	Kent
Inspection number	974595
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	30
Number of children on roll	41
Name of registered person	Rachelle Patricia Riley
Registered person unique reference number	RP905000
Date of previous inspection	Not applicable
Telephone number	01233 712712

Care4kids Nursery, After School and Holiday Club registered in 2014 and is located in Charing, in Kent. The nursery is open Monday to Friday from 8am to 6pm, for most of the year except bank holidays. The after-school club is open from 3pm to 6pm on weekdays, term time only. The holiday club is open from 8am to 6pm on weekdays during all school holidays, except Christmas. There are 11 members of staff, six of whom hold appropriate early years qualifications. The manager has a relevant foundation degree, the deputy manager has a degree, and three staff hold relevant qualifications at level 3. The nursery receives funding for the provision of free education for children aged, two, three and four years.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

