

Inspection date	2 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Staff do not complete assessments of children's progress. In addition, their knowledge of how children learn is limited. This results in weak teaching and staff fail to plan activities that are sufficiently challenging for children.
- The key-person system is not effective and staff do not plan appropriately for children's individual needs. This means that children's care and learning needs are not met.
- Leaders do not monitor children's learning and development. This means that they do not have a sufficient understanding of children's level of development. They do not always identify children who may have special educational needs and those with gaps in their learning.
- Leaders do not effectively support staff to improve the quality of their teaching.
- Staff do not consistently or regularly share information about children's progress with all parents to enable them to support their children's learning at home.
- Self-evaluation is ineffective and fails to identify weaknesses in the quality of teaching, learning and assessment.

It has the following strengths

- Children and parents who speak English as an additional language are supported by the bilingual staff.
- Equality and diversity are reflected within the setting. Children learn about communities beyond their immediate environment.

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 assessments of children's progress are completed and used by staff to evaluate children's individual stages of development and to plan purposeful activities that are sufficiently challenging so that they make good progress	30/11/2016
■ ensure that the key-person system is effective and children's care and learning needs are consistently met	30/11/2016
■ monitor children's progress effectively, including identifying children who may have special educational needs and require specialist support, to ensure prompt intervention and that gaps in their learning close as swiftly as possible	30/11/2016
■ ensure that leaders conduct regular and effective staff supervision that provides support, coaching and training to improve staff's knowledge of child development and the quality of their teaching, and to promote the interests of children	31/10/2016
■ share information about each child's development, progress and what they need to learn next regularly with parents to enable them to support children's learning at home.	30/11/2016

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

- make effective use of self-evaluation to target actions to improve the quality of teaching and learning.

Inspection activities

- 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 staff member who is responsible for improving the quality of teaching.
- The inspector held a meeting with the leadership team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders fail to support, monitor and coach staff to improve their practice or target their professional development in order to develop their knowledge and teaching skills. They do not monitor children's progress or help staff to identify those who may have special educational needs, in order to ensure all children make the progress they should. Staff complete the progress check for children aged between two and three years, as required. However, they do not share this information with others involved in the child's learning, such as parents or health visitors. Partnerships with parents do not support children's learning. This is because parents are not kept informed about their child's progress and what they need to learn next. Leaders' self-evaluation of the setting is ineffective. They have failed to identify the weaknesses in the staff's teaching and the quality of the service they provide. Despite weaknesses in the management of teaching, the arrangements for safeguarding are effective. Staff have a secure knowledge of the signs and symptoms of possible abuse. They fully understand the procedure to follow should they have concerns about a child's welfare. Leaders follow safe recruitment procedures, and all adults who have contact with the children have the appropriate checks to ensure their suitability.

Quality of teaching, learning and assessment is inadequate

Staff do not use their qualifications to best effect as the quality of teaching is poor. They do not have an adequate understanding of how children learn. Staff do not complete any assessments and, consequently, there is no evidence to suggest that attendance at this setting helps children to make progress. Staff complete some observations of the children. However, these are not used to identify their next steps in learning. The play opportunities offered are often mundane and lack challenge. Staff do not always encourage children to become engaged in activities or guide their play appropriately. Staff lack confidence when playing and interacting with children. At times, they overtake activities and provide too much direction. For example, when children paint, staff direct them to paint and print their hands. This means children have limited opportunity to explore their own ideas and way of doing things. Children are not adequately prepared for the next stage in their learning and their move on to school.

Personal development, behaviour and welfare are inadequate

The key-person system that is in place is ineffective. Some staff are not fully aware of who their key children are and they do not have suitable systems or communication in place to share information about children's care and learning needs when the key person is not at the setting. Consequently, children's well-being is not promoted. Children's behaviour is effectively managed. They are supported to learn how to play together, or keep each other safe. Staff are kind and caring and they promote good manners. For example, at mealtimes children are encouraged to say please and thank you for their drinks. Snacks provided for the children are healthy and nutritious and good hygiene practices are followed. Children know to wash their hands before eating and remind others who may have forgotten. Children are given time to do things for themselves, such as putting on their coats and shoes. They are developing their independence and self-care skills.

Outcomes for children are inadequate

Lack of assessment means children are not fully supported to build on their existing skills, and as a result, they do not make good progress in preparation for school. Breaches of the requirements have a significant negative impact on children's learning and development. Children have opportunities to go outside each day. They develop their physical skills as they ride around on wheeled toys and throw large balls at targets.

Setting details

Unique reference number	EY484870
Local authority	Sheffield
Inspection number	1007211
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 - 15
Total number of places	8
Number of children on roll	27
Name of registered person	UK Kidz Solutions Ltd
Registered person unique reference number	RP908110
Date of previous inspection	Not applicable
Telephone number	0114 327 1450

UK Kidz was registered in 2015. It employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds level 2. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6.30pm. The setting also operates out-of-school provision.

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