

Inspection date	31 August 2016
Previous inspection date	15 March 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Arrangements in place to monitor staff practice and support ongoing professional development are not yet fully embedded. As a result, the quality of teaching is variable.
- Leaders do not yet monitor the progress made by different groups of children who attend the setting. This means that differences in attainment are not identified or addressed at the earliest possible stage.
- The manager knows areas where she can improve the quality of the care and learning experiences provided. However, action plans to address them are not implemented effectively or with sufficient priority.
- Improved systems for the observation, assessment and planning of children's learning are not fully embedded into practice across the nursery to ensure all children make good progress.
- Parents are not always provided with opportunities to contribute to assessments of what their children know and can do when they start at the setting.

It has the following strengths

- Staff support children with identified learning needs well. They establish good working partnerships with parents and other agencies to help them make progress in their learning.
- Children form warm relationships with staff and other children. As a result children are well settled, confident and happy in their environment.
- There are clear and effective systems in place to ensure that children are kept safe, and are fully supervised during outings.

What the setting needs to do to improve further

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

	Due Date
■ ensure the arrangements in place for the supervision of staff are embedded into practice, so that staff are provided with good quality opportunities to focus on improvements to teaching practice, and ongoing professional development	30/09/2016
■ improve the arrangements for monitoring children's progress to include how well different groups of children who attend are learning, and ensure any gaps in achievement are closing	30/11/2016
■ ensure that self-evaluation leads to timely and effective improvements in the quality of teaching and learning for all children.	30/09/2016

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

- further develop the systems in place for the observation, assessment and planning of children's learning to ensure that practice is of consistently high quality
- improve the arrangements in place to assess children's starting points, so that all parents are provided with opportunities to contribute to information gathered about what their children know, understand and can do when they first start.

Inspection activities

- The inspector observed the quality of teaching and children's learning both inside and outdoors.
- The inspector sampled documentation, including staff suitability records, policies and procedures and records of children's learning and development.
- The inspector spoke to parents during the inspection to consider their views.
- The inspector carried out a joint observation with the manager of the nursery.
- The inspector held a meeting with the manager of the nursery.

Inspector

Carla Roberts

Inspection findings

Effectiveness of the leadership and management requires improvement

Efforts to improve the quality of the setting have not yet proved fully effective. The manager identifies priorities for improvement and has a clear understanding of what she needs to do, but actions have not yet had sufficient impact. Positive changes have been made to better support staff with their professional development. However, they have not been fully embedded so that all staff members can focus on ongoing improvements to their knowledge, understanding and practice. Safeguarding is effective. Staff understand and adhere to the policies and procedures in place to keep children safe. For example, during outings to the local park children are closely supervised. Staff fully risk assess the park area to ensure there are no hazards to children's safety prior to them entering the play area.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Improved arrangements in place for the assessment and planning of children's learning have not been embedded fully into practice across the setting. As a result, there are inconsistencies in the quality of observations and assessments of children's learning to ensure their needs are fully planned for. Staff miss opportunities to extend children's learning. For example, on occasions staff can be overly directive, and do not allow children sufficient time to respond to questions or to try things out for themselves. Where practice is good, staff ask children open-ended questions, and encourage children to express their thoughts and ideas. This helps children to develop their communication skills in readiness for school. Parents receive regular feedback about the progress their children make and how to support them with their development at home.

Personal development, behaviour and welfare require improvement

Children generally enjoy their time at the setting. Staff regularly remind children about acceptable behaviour and they learn about the impact of their actions. For example, they encourage more confident children to be patient with the younger and less confident children when waiting for their turn on the slide. Consequently, children generally behave well and are considerate towards each other. They form close relationships with staff and other children and as a result, are well-settled and confident in their environment. Staff teach children how to support their health and well-being by reminding them to wash their hands before they eat.

Outcomes for children require improvement

Children make steady progress during their time at the setting. They develop important social and communication skills as they play imaginatively together in groups. They take it in turns to be 'site leader' using building blocks to construct roads other children have drawn on paper. They learn important physical skills as they balance and walk along the roads they have built. Their growing independence is generally supported well as most children are encouraged to put on their own high-visibility jackets before going on outings. However, for some of the younger, more able children this is hindered as staff do not give them the opportunity to have a go and do this for themselves.

Setting details

Unique reference number	EY337394
Local authority	Milton Keynes
Inspection number	1060409
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	40
Number of children on roll	26
Name of registered person	Lorraine Margaret Ogunyinka
Registered person unique reference number	RP512483
Date of previous inspection	15 March 2016
Telephone number	01908 277356

Kiddicare registered in 2006 and it is privately owned. It is located in a converted two-storey building. The nursery offers full day care, pre-school sessions and after-school care. The opening times are from 8am until 6pm, Monday to Friday, all year round. A team of 10 staff work directly with the children. Of these, seven hold childcare qualifications.

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

