

# Kinder Castle

4 Tynemouth Road, Tynemouth, NORTH SHIELDS, Tyne and Wear, NE30 4AY



<b>Inspection date</b>	25 August 2016
Previous inspection date	28 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The arrangements for the day-to-day management of the nursery are not clear and consistent. Staff are not aware of the current management structure.
- The provider does not ensure that there is a suitably qualified and experienced named deputy in charge in the manager's absence. Senior members of staff are not clear about their roles and responsibilities in the absence of the provider and the manager.
- Procedures to be followed in the event of an allegation being made against a member of staff are not in line with current legislation and guidance.
- Self-evaluation is not fully effective. It fails to identify breaches in the requirements of the early years foundation stage.
- At times, staff do not teach children how to keep themselves safe and healthy.

### It has the following strengths

- The quality of teaching is good. Staff are well qualified and understand the different ways in which young children learn.
- Staff provide a good range of activities that appeals to children's interests and builds on what they already know and can do. This helps staff to support children to make good progress in their learning.
- Children develop good listening and attention skills and are curious and motivated to take part in activities. This demonstrates a positive attitude to learning.
- Staff have developed effective partnerships with parents, professionals and other settings that children attend. This helps to provide a consistent approach to children's learning and development.

## 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 that the arrangements for the day-to-day management of the nursery are consistent and effective in keeping children safe and well	16/09/2016
■ appoint a suitably qualified and experienced named deputy to take charge in the manager's absence	16/09/2016
■ ensure that all staff are fully aware of their roles and responsibilities, including who the manager is at all times	16/09/2016
■ ensure that policies and procedures to safeguard children include the appropriate action to be taken in the event of an allegation against a member of staff and that these are in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB).	16/09/2016

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

- ensure that self-evaluation is accurate and identifies breaches of requirements
- support children more effectively to learn how to keep themselves safe and healthy.

### 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 joint observations with a senior member of the staff team.
- The inspector held a meeting with two senior members of the staff team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability checks carried out for staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

**Inspector**  
Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Due to recent changes to the senior staffing arrangements, the provider is currently overseeing some aspects of the management of the nursery. She has appointed the deputy manager as acting manager and has informed Ofsted appropriately. However, staff are not fully aware of who is actually responsible for the provision on a day-to-day basis. At the time of the inspection, both the provider and the acting manager were on annual leave and there was not a named member of staff to take the role of deputy in their absence. Arrangements for safeguarding are ineffective. Procedures to be followed in the event of an allegation being made against a member of staff do not comply with current legislation and guidance. Staff with designated responsibility for safeguarding children are not clear about who to report allegations to and when they should do this. They state that they would undertake their own investigations within the nursery before reporting the allegation. Systems for self-evaluation have not been used effectively enough. They have not identified the breaches in requirements and the impact these have on the provider's ability to promote children's safety and well-being at all times. Adequate arrangements are in place for the supervision of staff that, generally, support them in their role and encourage them to continue with their professional development. However, the provider has failed to ensure that senior members of staff fully understand their roles and responsibilities during the recent changes to the management structure. There are suitable arrangements in place to ensure the physical environment is safe and to make sure children are appropriately supervised when on outings.

### Quality of teaching, learning and assessment is good

Staff regularly observe children at play and complete accurate assessments of their learning and development. They use their findings to plan activities that support children to build on their current skills and make progress in their learning. There is an effective balance of planned activities and opportunities for children to lead their own learning. Staff support children's communication and language development very well. For example, they model new words and use skilful questions that encourage children to talk about their experiences as they play. Children have many opportunities to explore and investigate a range of materials. For example, they experiment with water as they wash toy dinosaurs after playing with them in a swamp of chocolate mousse. Children enjoy singing, dancing and playing musical instruments. This helps to promote their creative skills.

### Personal development, behaviour and welfare are inadequate

Children's welfare is not sufficiently promoted. The provider's failure to meet statutory and legal requirements, including safeguarding, compromises children's safety and well-being. Staff give children appropriate guidance and boundaries, contributing to their, generally, good behaviour. However, they do not always support children to understand the reasons for such boundaries or teach them about potential risks and danger. Staff are attentive and praise children regularly, helping to support their confidence and self-esteem. Children get adequate fresh air and exercise and are offered nutritious meals, helping to promote their physical health and well-being. However, staff do not consistently teach children about the benefits of these habits. Children learn to complete some simple tasks, such as

serving their own vegetables at mealtimes. This, generally, supports their developing independence. Staff are very aware of children's individual health needs and meet these effectively.

### **Outcomes for children are good**

All children, including those who have special educational needs or disability, achieve well and make good progress in line with their individual capabilities. Most children are working at least within the range of development typical for their age and some exceed this. Those who need extra support to reach expected levels of development catch up quickly in their learning. Children in the pre-school room develop key skills that prepare them for more structured learning when they move on to school. For example, they successfully identify and name a broad range of letters and numbers on a calendar.

## Setting details

<b>Unique reference number</b>	EY280850
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	1060922
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	73
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Kinder Castle Limited
<b>Registered person unique reference number</b>	RP523897
<b>Date of previous inspection</b>	28 August 2013
<b>Telephone number</b>	0191 2704545

Kinder Castle was registered in 2004. The nursery employs 24 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above, including one staff member who holds qualified teacher status. The nursery opens from Monday to Friday, 51 weeks of the year and is closed on bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children who have special educational needs or disability.

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