

Kidzrus Private Day Nursery Irlam

590 Liverpool Road, Irlam, Manchester, M44 5AA



Inspection date	12 December 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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

- The provider and manager have failed to follow safe recruitment procedures. This has a significant impact on children's safety and well-being because staff's suitability is not checked thoroughly.
- Staff have failed to notify the manager of concerns relating to the practice of a senior staff member.
- Staff deployment is not effective. Key persons are not always available to meet their key children's care and learning needs.
- Some staff do not use information gathered from observations and assessments well. They do not provide children with a rich, varied and challenging educational programme that supports their individual needs.
- Gaps in children's learning are not highlighted quickly, in order for support and effective strategies to be put in place.
- Children's behaviour is not well managed. Staff do not recognise when they need to interact with children and support their learning to stop negative behaviours occurring.
- Teaching is poor. The manager does not identify and address significant weaknesses in staff's practice.

It has the following strengths

- Older children have good opportunities to extend their physical development, when they take part in activities supplied by an outside agency.

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 safe recruitment procedures are implemented	02/01/2017
■ ensure that staff follow the safeguarding policy and procedure, with particular reference to when they have concerns about the practice of other staff members	02/01/2017
■ ensure staff are deployed effectively to meet the needs of all children	02/01/2017
■ ensure the key-person system is effective in meeting children's care and learning needs at all times	31/01/2017
■ use the information obtained from observations to plan a challenging and enjoyable experience for each child in all of the areas of learning and development, ensuring their individual learning needs are consistently well met so that they are supported to make good progress in their learning	31/01/2017
■ ensure those children who require additional support receive the help and support they need from staff and other professionals without delay, to narrow gaps in their learning	31/01/2017
■ ensure children's behaviour is managed in an appropriate and consistent way	31/01/2017
■ identify weaknesses in staff's practice and provide support, coaching and training to improve teaching, promote the interests of children and raise outcomes for all children.	31/01/2017

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information Ofsted received about this provider.
- The inspector observed the quality of teaching in all age groups, during activities inside and outside and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences with staff.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager. They discussed safeguarding policies and procedures, including staff recruitment and child supervision. They also discussed the suitability of premises including risk assessments and children's safety and discussed the procedures for addressing concerns or complaints received.
- The inspector, provider and manager discussed the arrangements for food and drink and sharing of information with parents and carers. They also discussed the effectiveness of staff deployment, the key-person system and the arrangements for monitoring staff performance.
- The inspector viewed evidence of the suitability and qualifications of the staff working in the nursery. She also spoke to staff, parents and children during the inspection and took account of their views.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider and manager do not monitor the quality of the nursery well enough. There are several breaches in the legal requirements which significantly impact on children's safety, learning and well-being. Safeguarding is not effective. The provider and manager have not adhered to safer recruitment procedures. They have not followed up on staff references, when concerns have been raised by previous employers. In addition, staff have not reported concerns about the practice of senior staff, when they have not followed procedures to keep children safe. For example, some senior staff allow children to access areas within the nursery that are not appropriate for them to do so, such as the staff room. That said, as a result of attending training, staff have a suitable knowledge of how to recognise signs and symptoms of abuse and how to report their concerns about a child's welfare. Staff receive a three month induction programme on starting their employment and many are still within this period. The manager has not highlighted significant weaknesses in the quality of staff practice. Staff observe each other's practice. However, this is not beneficial as the quality of staff's teaching is weak.

Quality of teaching, learning and assessment is inadequate

The staff team consists of qualified and trainee staff. However, they do not have a secure understanding of how to support children's learning. Some staff do not know their key children well and are unaware of their individual stages of learning. In addition, those children who are working below expected levels are not identified quickly enough in order to identify the support they need. When some gaps become apparent the manager does not pursue external support to access the early help children need. As a result, children do not make good progress and continue to fall further behind. Staff's assessments of children's learning are inconsistently completed and the information gathered is not always accurate. Teaching across all age groups is poor. Staff fail to engage purposefully with children. Many planned activities lack challenge, are uninspiring and children quickly lose interest. For example, children make Christmas decorations. The end result is the same for all children and staff leading the activity are overly directing. This leads to children not being enthused or able to explore their own creative desires.

Personal development, behaviour and welfare are inadequate

Children's welfare and safety are compromised due to the significant weaknesses in safeguarding practices. The manager does not deploy staff effectively. Consequently, staff do not meet the needs of children well enough. They do not effectively share information with each other about their key children, particularly when they cover in other areas of the nursery for staff absences. This means that although some staff are able to play with children they are not able to provide the high-quality learning experiences to drive their learning forward. In the toddler room, staff do not help children to develop the habits and behaviours that they need to listen attentively. As a result, children are quick to lose focus at story time. They fidget and disrupt other children's concentration. Furthermore, staff do not always intervene or manage children's negative behaviour effectively. This leads to children consistently pushing behavioural boundaries. The provider has some systems in place to generally support aspects of children's safety. For example, children are

appropriately supervised by staff and safety gates are suitably placed. Children's accidents are appropriately recorded and shared with parents. Staff risk assess the nursery environment daily. The cook prepares healthy hot meals and snacks. The nursery has recently been awarded a five star rating from environmental health. Children have daily opportunities to access the outdoor area. Parents say that they are happy with the nursery. They feel that staff gather information when their child starts and keeps them well informed about their child's ongoing welfare and learning.

Outcomes for children are inadequate

The combination of poor quality teaching, weak learning programme, staff's lack of knowledge and their inability to promote good progress means that children's future learning is not promoted. Children are not inspired to learn new skills or build on existing ones. Children who have gaps in their learning are not supported to help them to achieve expected levels of development. Children's good attendance is promoted. Most arrive positively and are eager to see their friends. However, children are not well prepared for their next stage in learning or school because they do not make good enough progress.

Setting details

Unique reference number	EY497436
Local authority	Salford
Inspection number	1079358
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 - 4
Total number of places	38
Number of children on roll	52
Name of registered person	Kidzrus Nursery Ltd
Registered person unique reference number	RP534738
Date of previous inspection	Not applicable
Telephone number	0161 775 1593

Kidzrus Private Day Nursery Irlam registered in 2015. The nursery employs 10 members of childcare staff, the majority of whom hold early years qualifications at level 3. The nursery opens each weekday from 7.30am until 6pm, for 51 weeks each year. The nursery provides funded early education for two-, three- and four-year-old children.

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