

Kushi Care Nursery

3 Dominus Way, Meridian Business Park, LEICESTER, LE19 1RP



Inspection date

20 December 2016

Previous inspection date

13 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Some staff do not use observation and assessment to plan activities that support and challenge children to reach the next stage in their learning.
- The quality of teaching is variable. Staff do not encourage pre-school children to find things out for themselves and develop their own ideas.
- Some adult-led activities do not capture all children's interest or successfully challenge children of different ages and mixed abilities.
- Leadership and management systems for monitoring staff practice are not fully effective in ensuring that teaching is consistently strong so that every child makes as much progress as they can.

It has the following strengths

- Children's emotional security is initially addressed with a gradual settling-in procedure that is agreed with parents. Children are happy and confident and the bond between children and their key staff member is strong. A planned change of room and key staff are shared with parents and organised well within the nursery.
- Staff work effectively with parents and other early years professionals to ensure that children who have special educational needs receive the additional support that they need. Children who speak English as an additional language are supported in using their home language while also learning to speak English.
- Records, policies and procedures required for safe and efficient management of the provision are well maintained and implemented.
- Young children are beginning to develop relationships with their peers while they engage in imaginative role play.

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 information from observation and assessment of children's achievements is more consistently used by all staff to plan activities and develop support in order to help all children make best progress	31/01/2017
■ make sure that the quality of teaching is consistent across the staff team so that all children are challenged effectively to reach the next stage in their learning.	31/01/2017

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

- review some adult-led activities, ensuring that children of different ages and mixed abilities are challenged effectively
- extend procedures for monitoring and improving the quality and effectiveness of teaching to ensure that all children make as much progress as they can.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspectors observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors discussed teaching methods with the provider, who is also the manager of the provision.
- The inspector held meetings with the provider. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspectors spoke to a selection of parents during the inspection and took account of their views.

Inspector

Jan Burnet and Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Staff are aware of the possible signs of abuse and know the internal and local child protection referral procedures to follow if they are concerned about a child. Required staff suitability checks are completed at the time of recruitment and selection. Induction procedures meet requirements and ongoing suitability is discussed during staff supervision meetings. The provider is aware of safeguarding information that must be shared with Ofsted. Required staff-to-child ratios are met and staff are deployed so that children are continually supervised. A high percentage of staff hold a first-aid qualification. Accidents are dealt with promptly and are reported appropriately. The provider resumed managerial responsibilities at the beginning of the autumn term. In monitoring staff practice, she has identified observation and assessment as a training need for some staff. However, this has not yet been addressed.

Quality of teaching, learning and assessment requires improvement

Staff in pre-school and toddler rooms regularly complete observations of children's development. However, some of these staff do not use what they know to plan and provide activities and experiences to promote children's future learning. Pre-school staff do not consistently support children in leading their own play. Some adult-led activities involve a large group of children and staff do not successfully adapt their teaching methods to support different abilities. That said, there are some good quality interactions between children and staff. Babies enjoy exploring and investigating in a stimulating environment, for example, they delight in banging objects together to make noise. Baby room staff are enthusiastic and responsive to individual needs. Toddlers enjoy creating their own designs using glue, collage and mark-making tools. Young children are beginning to progress from saying single words to using simple sentences.

Personal development, behaviour and welfare are good

Despite some weaknesses in teaching and learning, children's personal, social and emotional development are strong. Relationships are good. Staff promote children's self-esteem through acknowledging and praising positive behaviour. Children behave well and play cooperatively. Their independence is supported well with regard to managing their self-care needs and managing simple tasks for themselves, such as putting on their coats and boots before playing outside. Children learn to keep themselves safe, for example, staff ask children why they need to be careful when they are using scissors. Children's health is promoted effectively. They are physically active every day and they eat healthy, varied and nutritious food. Fresh food is cooked daily and a variety of different dietary needs are met. Children learn about families and traditions beyond their own experiences.

Outcomes for children require improvement

Not all children are making good enough progress in all aspects of their development because of variations in the standard of teaching. However, children are learning to be independent and tolerant of others. Staff model some mathematical language to help children make connections in their learning. Overall, children are steadily developing the necessary skills in readiness for school.

Setting details

Unique reference number	EY459048
Local authority	Leicestershire
Inspection number	1080170
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 - 12
Total number of places	120
Number of children on roll	109
Name of registered person	Kushi Care Limited
Registered person unique reference number	RP901080
Date of previous inspection	13 May 2015
Telephone number	0116 2899369

Kushi Care Nursery was registered in 2013. The nursery employs 17 members of childcare staff. Of these, 13 hold early years qualifications at level 3 and two are qualified at level 2. The nursery is open from 7am until 7pm, Monday to Friday, all year round, except for bank holidays. It provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children who have special educational needs or disabilities.

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.

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