

Inspection date	6 February 2017
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		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider fails to meet the early years foundation stage and the Childcare Register requirements. She does not ensure that all staff complete the required suitability checks before they are left unsupervised to care for children. This compromises children's safety and welfare. Self-evaluation is not used effectively to identify all weaknesses.
- The provider has not ensured that staff have a clear understanding of all child protection matters. They do not implement the safeguarding policy effectively and do not know the possible signs that a child may be at risk from extremist ideas.
- The provider fails to ensure that staff assess risks and identify hazards adequately to keep children safe, particularly when older and younger children are put together in a group. Staff do not supervise young children appropriately to support their safety.
- Staff do not ensure that all parents are made aware of their children's accidents, including when they bump their head. This places children's safety at further risk.
- The provider does not ensure there is a suitable deputy manager to take charge in the manager's absences. The provider and manager have not ensured there are sufficient numbers of qualified staff to work with children to meet their needs effectively.
- Staff do not make the best use of assessments of children's learning to plan for their changing needs and offer effective challenge. Not all children make good progress.

It has the following strengths

- Children enjoy their favourite books with staff and listen to stories.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
<ul style="list-style-type: none"> ■ ensure all suitability checks for staff are completed, including a Disclosure and Barring Service check, before they are left unsupervised with children 	02/03/2017
<ul style="list-style-type: none"> ■ ensure all staff gain a secure and up-to-date knowledge of all safeguarding matters, including being able to identify any children who may be at risk of harm from extreme behaviours and views 	02/03/2017
<ul style="list-style-type: none"> ■ ensure safeguarding policies and procedures are implemented effectively at all times 	02/03/2017
<ul style="list-style-type: none"> ■ ensure that staff use risk assessments effectively to identify and eliminate all hazards to children indoors and outside, especially when children of mixed ages are grouped together 	02/03/2017
<ul style="list-style-type: none"> ■ ensure that staff supervise each child effectively, particularly the youngest children, to support their safety at all times 	02/03/2017
<ul style="list-style-type: none"> ■ ensure that all parents are made aware of their children's accidents and injuries 	02/03/2017
<ul style="list-style-type: none"> ■ ensure there is a named deputy manager who is capable and qualified to take charge in the manager's absence 	02/03/2017
<ul style="list-style-type: none"> ■ ensure that there are sufficient qualified staff working with children to meet their care and learning needs effectively at all times. 	02/03/2017

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

	Due Date
<ul style="list-style-type: none"> ■ improve assessment processes to accurately identify children's changing stages of development 	02/03/2017
<ul style="list-style-type: none"> ■ ensure appropriate levels of challenge are planned in all areas of learning, to fully support children's development. 	02/03/2017

Inspection activities

- The inspector spoke to parents and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the manager and the provider, and discussed children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector reviewed the nursery's policies and procedures, accident records and children's progress records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider does not meet her responsibility to follow safe recruitment procedures. She has not ensured that the required suitability checks have been completed for all staff, including Disclosure and Barring Service checks. This means that she does not know if staff are suitable to fulfil their responsibilities or to be left in the sole care of children. Furthermore, the provider does not place any restrictions on staff's roles. During the inspection, unvetted staff were observed to be unsupervised and out of sight when changing children's nappies. Staff do not have sufficient understanding of the possible signs that a child may be at risk of being exposed to extreme ideas about right and wrong, although they are aware of other indicators that would raise concerns about children's welfare. The provider does not ensure all staff follow the safeguarding policy effectively and fails to ensure that there are sufficient numbers of qualified staff to care for children at all times. In addition, the provider does not ensure there is a suitable deputy manager in place at all times who is capable and qualified to take charge in the manager's absence. The provider and manager supervise staff adequately and provide support for them to develop their roles. The premises are appropriately maintained.

Quality of teaching, learning and assessment requires improvement

Staff plan activities for children to enjoy. For example, older children pretend to be doctors and staff support their role play well. However, the support for younger and older children's learning and the quality of teaching is inconsistent. For example, during outside play in a mixed group, older children practised throwing a ball into a tyre, with staff nearby helping them to extend their ball-control skills. However, at times, younger children do not receive effective support for their growing physical skills, such as when they fall over unnoticed during their attempt to walk down a ramp. Staff do not make effective use of their assessments of children's abilities consistently. They do not have a clear enough understanding about what each child needs to learn next in their development, to plan more effective challenges. However, the manager and staff are beginning to track children's learning in more detail to identify and close gaps in their development. Partnerships with parents are established. For example, staff and parents exchange some information about children's learning and share this with other settings that children also attend.

Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding children's welfare mean that their well-being cannot be assured. In addition, the provider and staff do not ensure that they identify all risks to children's safety. They do not follow agreed risk assessments or ensure that children are adequately supervised. For example, the inspector observed a young toddler put several pieces of dry pasta into their mouth from the tray and staff nearby did not react to reduce this potential choking risk. Staff do not ensure that all parents are informed when their child has an accident. This includes times when children have bumped their head, so parents do not know their child may need to be monitored. Children behave well and know how to take turns. Each child has a key person who manages their individual care

routines appropriately. Children gain confidence and receive praise from staff for their efforts.

Outcomes for children require improvement

Children gain some of the skills they need in readiness for school. They have positive social skills, listen to instructions and understand how to keep themselves safe. Older children develop their communication and language skills effectively and build on their existing literacy skills. They recall events in a story and talk about how caterpillars build a cocoon. However, not all children make good enough progress in all areas of their development due to the inconsistencies in teaching. For example, younger children learn about letter sounds and develop some independence in their play. However, at times, their developing physical skills are not supported as consistently as those of the older children.

Setting details

Unique reference number	EY494256
Local authority	East Sussex
Inspection number	1083877
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	1 - 4
Total number of places	59
Number of children on roll	33
Name of registered person	Camelot Kids Limited
Registered person unique reference number	RP906698
Date of previous inspection	Not applicable
Telephone number	01323 725207

Camelot Kids registered in 2015 and is situated in Eastbourne, East Sussex. It is open from 7am to 7pm, all year round. There are nine members of staff, seven of whom hold early years qualifications at levels 2 and 3. The nursery receives funding to provide free early years education for children aged two, three and four years.

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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