

Inspection date

Previous inspection date

27 January 2017

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

- Managers do not ensure that all relevant records required by Ofsted are available for inspection purposes. Records that show the suitability of some staff are missing.
- The quality of teaching is variable. At least half of all staff do not all hold an appropriate early years qualification. Some staff are not supported well enough to ensure that they deliver at least good quality teaching. This does not help children to make good enough progress towards the early learning goals.
- Managers do not utilise supervision sessions fully. Staff are not mentored and supported effectively enough to help to identify precise training needs.
- Occasionally, some newer and less experienced staff lack confidence in engaging children fully in activities to help promote their learning and enjoyment.
- Children's learning is sometimes interrupted due to avoidable breaks in staff's interaction with them. Occasionally, staff do not always give children enough of their attention. This limits their successful learning and development.
- Not all staff have a good enough understanding of the capabilities and progress of their key children. This does not fully support children's future care, learning and well-being.
- Managers do not reflect well enough on the overall quality of the provision, in order to achieve and maintain good standards.

It has the following strengths

- Managers have implemented new systems which are used to monitor the progress that individual and groups of children make. Staff are becoming familiar with this and are gaining confidence to record observations and assessments of children's learning.

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 that at least half of all staff hold a full and relevant qualification	27/02/2017
■ ensure that all required records are maintained effectively, particularly evidence of identity checks, vetting processes and inductions of all staff so they are easily accessible and available for inspection	27/02/2017
■ improve methods for supervision sessions so that they are robust and offer support and training for all staff, improve their knowledge and skills and raise the quality of teaching to a consistently good standard	27/02/2017
■ ensure that all staff find out important information about individual children's capabilities that enables them to plan for their key children's future care, learning and well-being.	27/02/2017

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

- provide effective support to staff, particularly those newer and less experienced, that helps improve their confidence when interacting with children
- improve teaching skills and provide children with sufficient attention that consistently helps them to be successful learners
- improve the way that the setting is monitored and take action that tackles areas of identified weakness.

Inspection activities

- The inspector took a tour of the nursery with the acting deputy manager, including the outdoor environment.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery's area manager. She looked at relevant documentation and evidence of the suitability of most staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaderships and management of the nursery are weak. Managers have failed to identify significant weaknesses in practice. This has led to many of the learning and development and welfare requirements not being met. The arrangements for safeguarding are not effective. Managers do not have effective systems in place to ensure that all staff's records, such as identity checks and vetting processes, are available for inspection. This does not contribute fully to the safe and efficient management of the nursery. More than half of all staff do not hold relevant early years qualifications. This has a negative impact on the quality of practice and, as such, children are not supported to reach their full potential in their development. Furthermore, supervision sessions are not effective. Managers have not evaluated staff practices closely enough to ensure that teaching is of a consistently good standard. Systems to monitor and check the quality of the provision are not effective. Not enough is being done to tackle weaknesses and ensure compliance with requirements. Despite this, managers investigate any written complaints and provide a summary of their findings. Staff complete daily risk assessments. They check that the nursery is clean and fit for purpose and ensure that the premises are secure. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have child protection concerns.

Quality of teaching, learning and assessment requires improvement

Children experience some good teaching but this is not consistent throughout the nursery. Their sustainment and levels of learning in some activities, such as song time, are occasionally disturbed. This is because staff are busy attending to other duties, such as answering the telephone. Furthermore, newer staff are not supported to have confidence to maintain the flow of the activity so that children continue to learn. Staff complete observations of children at play to help monitor levels of progress made. However, some staff occasionally focus too heavily on completing the written observations and miss opportunities to interact and help drive children's experiences even further. Nevertheless, children generally enjoy their time at the nursery. Babies practise their early speaking skills. They copy words that staff use, such as mummy and daddy when looking at photographs displayed on the wall. Parents comment, 'I am happy with the nursery and staff get to know all about my child's family', and, 'Information about my child's learning is shared with me using an online application'.

Personal development, behaviour and welfare are inadequate

Children's personal development is not promoted as well as possible. Newer staff do not get to know their new key children well enough. They do not find out enough from previous key persons about children's care and learning. Despite this, children are supported with some aspects of their transitions within the nursery. For example, they have opportunities to spend time in the various rooms prior to moving and interact with other staff. Staff have suitable procedures in place to help children settle in. They gather some information from parents about children's routines, likes and dislikes when they first start. Children learn about being healthy. They have regular opportunities to be outside in the fresh air and are provided with healthy food and drinks. A member of staff trained in

first aid is on site at all times and children receive adequate adult supervision. Staff record all accidents and inform parents as soon as possible.

Outcomes for children require improvement

Not all children make enough progress from when they first start their placement. The inconsistency in teaching does not support them well enough to be highly successful learners. Having said that, children do acquire some of the skills they need for the next stage in their learning and eventual move to school. Children and babies develop confidence and interact positively with staff and each other. They behave well and follow simple rules and boundaries. Babies practise their self-care skills effectively, such as washing their hands before eating independently. Older children learn to manage their own risks. For example, they help to tidy away resources to prevent accidents.

Setting details

Unique reference number	EY501430
Local authority	Lancashire
Inspection number	1083305
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	35
Number of children on roll	42
Name of registered person	PK Kids Day Nursery Ltd
Registered person unique reference number	RP907099
Date of previous inspection	Not applicable
Telephone number	01253769748

P K Kids was registered in 2016. The nursery employs seven members of childcare staff. Of these, the area manager and deputy manager hold appropriate early years qualifications at level 6. One member of staff holds an appropriate qualification at level 4 and another at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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