

<b>Inspection date</b>	15 February 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The provider does not ensure that there are always enough sufficiently qualified staff to care for children. The deputy manager does not work at the setting regularly and is not fully aware of how the setting is run when the manager is not present.
- Staff are not always aware of children's learning from other settings that they attend. This does not consistently promote continuity in their care and learning.
- At times, staff do not have a clear understanding of the needs of all children to effectively support their learning. Some children do not make progress typical for their age and stage of development.
- The manager has not effectively identified all gaps in staff's knowledge and practice to help to raise the quality of teaching. Self-evaluation does not effectively identify all weaknesses in practice that require improvement.

### It has the following strengths

- Children are happy and settle easily. Staff encourage children to learn about the wider world and to respect and consider each other's views.
- Children enjoy playing with other children and make friends. They behave well. Children take turns, share and enjoy social mealtimes. Staff provide healthy lunches, snacks and daily times for children to play outside in the fresh air.
- Staff support children to make choices in their play and follow their interests. For example, children enjoy hairdressing themed role play, brushing and styling dolls' hair.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure there are sufficient qualified staff to meet the care and learning needs of children, and the named deputy is capable to take charge in the manager's absence</li> </ul>	03/03/2017
<ul style="list-style-type: none"> <li>■ build relationships with other settings that children attend, to ensure that there is effective information sharing to support continuity in children's care and education</li> </ul>	27/02/2017
<ul style="list-style-type: none"> <li>■ develop the quality of teaching to ensure that the individual needs and abilities of children are considered, to help extend children's skills and support them to make consistently good progress.</li> </ul>	27/02/2017

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

- extend further the opportunities for staff to receive training and support to help identify gaps in their knowledge and raise the quality of teaching to a higher level
- make effective use of self-evaluation to identify all areas of weakness, including breaches in the legal requirements, to improve outcomes for children.

### 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 deputy and held a meeting with her.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector reviewed the self-evaluation document, policies and procedures, and children's learning records.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff are aware of their responsibility to keep children safe and know the procedures to follow if they have concerns about children's welfare. Staff receive some training and support to help develop their skills; however, this is not thoroughly embedded in practice and the impact on children's progress is still to be seen. The manager is not fully aware of all staff's weaknesses and training needs to be able to support their professional development effectively. The manager takes some steps to evaluate the setting, but this is not effectively used to identify all areas which require improvement. For example, there are not enough suitably qualified staff to meet the requirements. The deputy is qualified. However, she also works in another setting and does not know the nursery well enough to be able to effectively take charge in the manager's absence.

### **Quality of teaching, learning and assessment requires improvement**

Children enjoy their time at the setting and take part in activities. The manager and staff work well together to monitor children's progress. However, staff are not always aware of the needs of all children, particularly those who do not attend as regularly, to consistently support their learning. Staff support children well to develop their language skills. For example, staff ask questions and encourage children to take part in conversations. Staff have appropriate relationships with parents and share some information about what children have done during the day. Staff understand the importance of using additional funding to provide support for children who require help to catch up.

### **Personal development, behaviour and welfare require improvement**

Staff provide a well-resourced area for children to play and explore. Children enjoy using the garden daily and are able to follow their interests. For example, older children begin to develop their physical skills and use a bat and ball. However, staff are not consistently aware of children's care and learning in other settings that they attend to build further on these experiences. Staff give children positive messages about how to lead a healthy lifestyle. For instance, children learn to make their own fruit smoothies and talk about what they like to eat.

### **Outcomes for children require improvement**

Outcomes for children vary. The weaknesses in teaching do not consistently support and challenge all children to help extend their individual learning and prepare them for school. Children are confident to share their ideas. For example, they recall stories from home and like to give ideas on what games to play next. Older children are encouraged to explore letters and the sounds they make. For instance, they play games with staff and think about familiar sounds and words.

## Setting details

<b>Unique reference number</b>	EY501096
<b>Local authority</b>	Kent
<b>Inspection number</b>	1067144
<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>	2 - 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Kinderversity Limited
<b>Registered person unique reference number</b>	RP910114
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01892 458231

Kinderversity registered in 2016 and is in Tonbridge, Kent. The nursery is open from 7am to 7pm each weekday, for 51 weeks of the year. There are six members of staff, four of whom hold early years qualifications at level 2 or level 3. The provider receives funding to provide free early education for children aged two, three and four years.

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