

Kate's Kindergarten

74 Smiths Lane, Hindley Green, WIGAN, Lancashire, WN2 4XR



Inspection date

23 February 2017

Previous inspection date

6 December 2013

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:

- The manager does not have robust supervision procedures in place to ensure staff practice meets the needs of all children.
- The observations and assessments made of children's learning in some cases are not frequent or accurate enough. Therefore, the manager and staff do not have a clear picture of the progress all children are making.
- Managers have not looked at the impact of staff training well enough. As a result, staff lack confidence in the assessment procedure used at the setting. This means that they are, on occasions, unable to demonstrate whether any gaps in children's learning and development have been identified and addressed.
- The arrangements for self-evaluation are not yet robust enough to ensure priorities for improvements are swiftly identified, sharply focused on and addressed.

It has the following strengths

- Staff are warm and welcoming. They form positive relationships with parents and they work well together to support children's emotional well-being.
- Children have good opportunities to carry out a variety of personal care tasks and to become independent. For example, they enjoy helping to serve their own meal, put their own coats on and tidy away toys.
- The environment is well resourced and covers all areas of learning. This helps support children to form friendships as they invite each other to join in their play, share resources and take turns. Children are content and behave well.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure there are systems in place for staff supervision that improve their practice and the outcomes for children 	23/03/2017
<ul style="list-style-type: none"> ■ improve the use of information gained from observations and assessments of children's learning to target their next steps and to help close any gaps in their development. 	23/03/2017
<ul style="list-style-type: none"> ■ improve the effectiveness of training and coaching to ensure that all staff have a secure understanding of the assessment process and understand the progress children are making. 	23/03/2017

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

- improve self-evaluation plans to ensure priorities for improvement are sharply focused on improving the outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held meetings with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Emma Barrow

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Staff are aware of how to follow the procedures to report any concerns they may have about a child's welfare. Daily risk assessments of the premises ensure they are safe for children to learn and play. This helps to keep children safe. Arrangements for staff supervision and ongoing professional development do not focus enough on raising the quality of teaching. They do not assess staff performance and ensure their teaching improves. Feedback to staff about their performance does not include precise targets to help them improve their practice. This weakness has resulted in the manager not identifying that some staff lack confidence in the assessment process used at the setting. This impacts on the accuracy of their understanding of the progress children have made during their time at the setting. Self-evaluation is not focused enough on identifying all priorities for improvement and setting challenging targets for ongoing changes.

Quality of teaching, learning and assessment requires improvement

Some staff lack confidence in the observation, assessment and planning procedures. As a result, they are sometimes unclear about the progress some children are making and whether there are any gaps in children's knowledge and understanding. Some staff do not observe and assess children's development regularly enough. However, some staff observe children while they play and can relate it to the areas of learning and the children's interests. For example, children decide to make a camp fire. Staff enhance this activity further and provide suitable resources for them to build on imaginative skills, such as different sticks and logs. They introduce additional words, such as rub and ignite. This helps develop children's thinking skills and extends their vocabulary. Babies have space to move around independently, exploring the environment and making marks in a tray of foam. Staff ask children age-appropriate questions and allow them sufficient time to answer.

Personal development, behaviour and welfare are good

Children have access to a high-quality learning environment both inside and outside, which covers the seven areas of learning. Staff have developed very good relationships with parents, who speak positively about the care their children receive. Children are confident learners who independently select their own resources. Staff are good role models. They play alongside children and actively encourage good behaviour. Staff support children's healthy lifestyles well. They ensure that children have healthy meals and regular opportunities to play outdoors. This promotes their physical skills.

Outcomes for children require improvement

The weaknesses in the observation, assessment and planning procedures mean that any progress children are making cannot be clearly demonstrated. Generally, children are happy, safe and engage well. They gain some skills that prepare them for future learning and school. For example, children develop early literacy skills when supported to write their own names. They enjoy counting and use mathematical language as they play.

Setting details

Unique reference number	EY343063
Local authority	Wigan
Inspection number	1064939
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	49
Number of children on roll	57
Name of registered person	Kate's Kindergarten Limited
Registered person unique reference number	RP911156
Date of previous inspection	6 December 2013
Telephone number	01942 259 870

Kate's Kindergarten was registered in 2003. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including two at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

