

## Inspection date

15 March 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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:

- Systems to monitor the quality of the provision, including staff performance, are not rigorous enough to ensure improvement.
- Weaknesses in the quality of teaching mean that activities and experiences provided are not consistently tailored to fully meet children's individual needs. At times staff struggle to sustain children's interest in planned learning that is not well matched to their stage of development.
- Staff do not consistently discuss with parents the best time to complete the progress check at age two in order to fully support integrated working with health professionals.
- Staff do not make the most of opportunities to work with parents to establish what children know and can do on entry. Furthermore, too little is done to fully establish children's emotional needs. This means children are not always given the time they need to form secure attachments in order to support their move into nursery.

### It has the following strengths

- Children are generally happy and settled. Staff respond sensitively and offer support and reassurance to children when needed.
- Children enjoy freshly prepared meals and benefit from regular outdoor learning to promote their physical development.
- Parents express high levels of satisfaction with the care their children receive.

## 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>
■ develop the programme for staff supervision and ensure there is a well-established programme of professional development to coach and support staff to improve the quality of teaching	28/04/2017
■ ensure that teaching reflects the individual needs of each child cared for and provide planned, purposeful and challenging activities that match their age and stage of development	28/04/2017
■ encourage parents to share details about their child's emotional needs and what their children know and can do on entry	28/04/2017
■ agree with parents the best time to complete the progress check at age two and encourage parents to share the information with relevant professions.	28/04/2017

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

- review and improve the admission arrangements that further support new children emotionally with their transition into nursery
- increase the rigor with which the provision is evaluated and help bring about sustained improvement.

## Inspection activities

- The inspector observed activities in four playrooms in the nursery building and the outdoor play area, and assessed the impact this has on children's enjoyment and development.
- The inspector completed a joint observation with the manager in the outdoor area
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery, and also discussed the self-evaluation.
- The inspector held a meeting with the special educational needs coordinator and the one-to-one support worker.
- The inspector spoke to and took account of the views of children and parents spoken to during the inspection.

### Inspector

Vickie Halliwell

## Inspection findings

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

Systems to evaluate the quality of the provision, including staff performance, are not rigorous enough. The newly formed leadership team is ambitious and has high aspirations for the future. Action is beginning to be taken to address some identified weaknesses. However, this is not yet having enough impact. Too little is done in order to ensure all staff are fully supported to deliver high-quality teaching. Staff do not fully utilise opportunities to develop partnership working with parents. Too little information is gathered from parents about what their child can do when they start at nursery. Parents are encouraged to attend parents' evenings to discuss their child's progress. However, staff do not routinely discuss with parents the best time to complete the required progress check. Furthermore, parents are not always made aware of the importance of sharing the completed check with the health visitor. The arrangements for safeguarding are effective. Robust systems for checking the continued suitability of staff are implemented. All staff are alert to child protection issues and able to implement local procedures to protect children from possible harm.

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

The quality of teaching and learning is variable. Staff routinely observe and plan for the next steps in children's learning, overall. However, some staff's understanding of how to effectively support this in practice is weak. Weaknesses in assessment mean planned activities are not always well matched to children's individual learning needs. As a result, staff fail to engage or sustain children's interest. Activities are at times overly adult-led, which limits opportunities for children's learning. For example, during creative activities staff take over and complete the task rather than explaining and modelling to extend children's learning. Some staff have unrealistic expectations. For example, children under two years of age struggle to use spoons that are too big for them to serve themselves at mealtime. During free play staff introduce mathematical concepts, encouraging children to count and to recognise colours, shape and size. Children in need of additional support are quickly identified. Weekly one-to-one support is provided within the nursery and support through external agencies is initiated.

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

Weaknesses in partnership working with parents at admission mean children are not as emotionally well supported as possible during this time. However, children who are settled show how safe they feel as they confidently explore the available play materials. Children are learning how to keep themselves safe and behave well. Staff routinely praise positive behaviour and children's achievements. This helps boost their self-esteem. Children are learning right from wrong and the importance of socially acceptable behaviour.

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

Weaknesses in the quality of teaching mean not all children make enough progress. Despite this, older children are developing many of the key skills they need for school. They communicate confidently and are achieving personal independence.

## Setting details

<b>Unique reference number</b>	EY539402
<b>Local authority</b>	Bury
<b>Inspection number</b>	1086401
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	63
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	L A Kiddicare Ltd
<b>Registered person unique reference number</b>	RP539401
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07810357113

LA Kiddicare was registered in 2016. The setting opens from 8am until 5pm Monday to Thursday and from 8am until 1pm on Friday, all year round, with the exception of bank holidays and Jewish holidays. It currently employs 17 members of staff who work directly with the children. Of these, two hold qualified teacher status, six hold an appropriate early years qualification at level 3 and one holds level 2.

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