

# Kidzone Child Care Services

Drybread Road, Whittlesey, PETERBOROUGH, PE7 1XJ



## Inspection date

12 May 2017

Previous inspection date

10 April 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Stringent recruitment procedures have not been followed. The provider has not always obtained Disclosure and Barring Service checks for staff. Staff do not have a robust understanding of the statutory safeguarding guidance. Also, they do not know the procedures to follow to report their concerns for children's safety or well-being, and this puts children at risk.
- The quality of teaching is not good enough. Some staff fail to engage children in positive activities and do not know how to promote children's learning effectively.
- Observations and assessments are not always accurate and some staff fail to track children's development. This means learning opportunities are not always planned effectively to match children's abilities.
- Staff supervision is not effective in tackling underperformance or improving teaching. Systems for self-evaluation are not effective in identifying weaknesses and helping the setting improve.
- The provider does not have a procedure in place to monitor children's progress. Consequently, she cannot identify gaps in children's development to target intervention swiftly enough.

### It has the following strengths

- Staff are kind and caring to children. They take children on trips regularly where they enjoy activities in the natural environment.

## 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 Disclosure and Barring Service checks are carried out for every person aged 16 and over who works directly with children	09/06/2017
■ ensure all staff have a secure knowledge of safeguarding procedures, including prevent duty, in order to protect children from harm	09/06/2017
■ improve the quality of teaching and ensure all staff have a robust understanding of their role in supporting children's learning and development	30/06/2017
■ improve the quality of observations and assessments and ensure children's progress is accurately tracked so that activities can be better planned to match children's abilities	30/06/2017
■ make better use of staff supervision so that underperformance is addressed and all staff are provided with the support, guidance and training they need to improve the standard of teaching	30/06/2017
■ develop procedures to monitor children's progress so that any gaps in their development are quickly identified and teaching is targeted to bring about improvements.	30/06/2017

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

- develop systems for self-evaluation that identify weaknesses and drive improvements.

## **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

## **Inspector**

Jacqueline Baker

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The suitability of some staff has not been sufficiently verified by the provider and, in some cases, staff have been working at the setting for some time. Not all staff have attended safeguarding training. As a result, they do not have a secure understanding of how to report their concerns about children's welfare. Furthermore, the provider and staff have no knowledge of how to prevent children from being exposed to extreme views. Staff are vigilant about children's whereabouts in the setting and the security of the premises is satisfactory. Supervision meetings are being carried out by the provider, who also manages the setting. However, staff's underperformance is not identified or addressed sufficiently to bring about improvements that will benefit children's outcomes. Partnership working is in place to help children's transitions to school and to support children who have special educational needs and/or disabilities. However, the provider does not monitor children's individual progress or that of groups of children. The lack of overview means that gaps in children's development are not recognised in a timely manner and addressed. Systems for self-evaluation are also not effective in identifying where improvements can be made to the setting.

### Quality of teaching, learning and assessment is inadequate

Teaching is not consistent. Not all staff have a good understanding of how to enhance children's learning. There are times when some staff fail to engage children in positive learning experiences and resort to chasing games, for example. Equally, some staff do not use their observations to assess and track children's learning. This means that for over a term, learning has not been adequately planned to help children fulfil their potential in their early years. That being said, other staff are able to involve children in activities and promote learning well. For example, staff show children how to make imprints in dough using toy dinosaurs and count how many spikes the creature has. Children readily repeat words staff say, which helps to develop their communication skills.

### Personal development, behaviour and welfare are inadequate

The inadequate safeguarding procedures and lack of staff knowledge have a negative impact on children's safety and well-being at the setting. Children have opportunities to enjoy activities in the fresh air and have healthy snacks available to them. They are developing routines, such as handwashing before handling food. They are also learning to play cooperatively together.

### Outcomes for children are inadequate

The inconsistencies in teaching and lack of monitoring mean that not all children are making progress from their starting points and they are not prepared well for school. However, children's independence is encouraged and some children choose activities, such as colouring, where they concentrate well on their chosen task.

## Setting details

<b>Unique reference number</b>	221672
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1090083
<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 - 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Karen Amanda Burrill
<b>Registered person unique reference number</b>	RP512532
<b>Date of previous inspection</b>	10 April 2015
<b>Telephone number</b>	01733 206880

Kidzone Child Care Services was registered in 1996 and is privately owned. It is open each weekday for 50 weeks of the year. Daycare sessions are available from 7.30am to 6pm. Out-of-school sessions are from 7.30am to 9am and 3.15pm to 6pm during term time, and from 7.30am to 6pm in school holidays. There are seven staff members employed to work directly with the children, all of whom hold childcare qualifications at level 2 and 3.

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