

Caring Kindergartens

Arnex House, London Road, Daventry, Northamptonshire, NN11 4DS



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| Inspection date | 11 May 2017 |
| Previous inspection date | 19 March 2015 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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:

- Arrangements to accurately monitor children's progress are not fully effective. Managers and staff do not always swiftly identify children's next steps in learning to help them make good progress.
- The performance management arrangements for staff are not fully effective. As a result, the quality of teaching is not consistently strong throughout the nursery.
- The arrangements to engage all parents in their children's learning and development are not implemented as well as possible. Clear information is not always shared to support a collaborative approach to children's learning from the outset.

It has the following strengths

- Senior leaders and the new manager have a realistic awareness of the strengths and weaknesses of the setting. They have begun to take appropriate action to address the gaps in provision and improve outcomes for children.
- Children develop good physical skills. They are active throughout the day and play with a range of equipment indoors and outside.
- Effective recruitment arrangements for new staff are in place, such as completing relevant suitability checks. Established induction procedures ensure that they understand their roles. The premises are safe and secure. Staff are aware of their responsibilities to protect children from harm. They know what to do should they have a concern about a child's welfare.

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"> ■ improve arrangements to monitor children's progress, to ensure that children's next steps are swiftly and accurately identified and planned for across all areas of learning | 16/06/2017 |
| <ul style="list-style-type: none"> ■ improve supervision arrangements and support staff more effectively to extend their skills and raise teaching standards to support all children to make good progress in their learning. | 16/06/2017 |

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

- develop arrangements to establish a two-way flow of information sharing with parents from the outset about the range and type of activities and experiences provided for children and how parents can support learning at home.

Inspection activities

- This inspection was carried out as part of a risk assessment process following information received by Ofsted.
- The inspector spoke with staff and children during the inspection. A range of documentation was looked at, including staff's and children's records.
- The inspector completed a joint observation with the deputy manager and held meetings with her, the manager and senior leaders.
- A number of parents were spoken to during the inspection and their views were taken into account.
- The inspector observed the quality of teaching during children's activities indoors and outside, and assessed the impact this has on children's learning.

Inspector

Claire Jenner

Inspection findings

Effectiveness of the leadership and management requires improvement

There have been changes to the manager and staff team since the last inspection. On the morning of the inspection, the required adult- to-child ratios were not met due to staff absence. However, managers took swift action to ensure that staff were deployed effectively and additional staff were bought in to offer support. As a result, the impact on children's safety and welfare was minimal. Staff are deployed appropriately, relevant to their qualifications and experience, to ensure that children are supervised and their needs met. Registers of staff's and children's attendance are maintained. The arrangements for safeguarding are effective. Staff attend regular team and supervision meetings. However, these are not focused enough to support all staff in improving their knowledge and understanding and ensuring that teaching is consistently strong throughout the nursery. Parents speak positively about the nursery. They comment that their children are happy and enjoy themselves.

Quality of teaching, learning and assessment requires improvement

Staff's skills are variable and not all are confident in monitoring children's progress and planning for the next steps in individual children's learning. In addition, they do not always provide sufficient information for parents to help them understand how their children are progressing and how they can support learning at home. Staff sometimes miss opportunities to ask questions and help children learn new words and build on their ideas. However, overall, staff know children well and join them in their play. They know what children are interested in and make use of this knowledge to provide an inviting and welcoming environment. For example, babies and toddlers confidently move from one activity to the next. They pick up and enjoy examining objects that they find indoors and outside. Older children use their imagination in role play, dressing up and acting out familiar roles and experiences.

Personal development, behaviour and welfare require improvement

Staff are attentive to children's individual needs and children settle well. They develop warm relationships with staff and each other. Staff are positive role models. They help children to learn how to share and take turns and use good manners. Older children participate in team games, such as football. They listen carefully to instructions and practise their physical skills as they learn to kick and dribble the ball. Children's good health is promoted appropriately. Meals are prepared on the premises and are varied and meet children's dietary needs. Older children take it in turns to set the table. Children of all ages are encouraged to follow good personal hygiene practices from a young age.

Outcomes for children require improvement

Most children gain some of the key skills they need for the future. For example, they learn to count, and recognise numbers and shapes. Older children are provided with opportunities to practise their literacy skills. However, the weaknesses in teaching and planning mean that children are not consistently supported to make good progress in their learning.

Setting details

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| Unique reference number | 219934 |
| Local authority | Northamptonshire |
| Inspection number | 1097753 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 90 |
| Number of children on roll | 99 |
| Name of registered person | Caring Kindergartens Limited |
| Registered person unique reference number | RP522306 |
| Date of previous inspection | 19 March 2015 |
| Telephone number | 01327 311191 |

Caring Kindergartens registered in 1999. The nursery employs 16 members of staff, all of whom hold an early years qualification from level 3 to 6. Two members of staff hold qualified teacher status. The nursery opens Monday to Friday from 7.30am to 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.

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