

Karebears Childcare

Ryesland Way, Creech St. Michael, Taunton, Somerset, TA3 5TA



Inspection date

9 August 2017

Previous inspection date

30 March 2015

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		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:

- Staff do not ensure that older children understand why some behaviour is not safe. They ask children to get down when they climb on the furniture but do not support them to understand why, so children continue to do it, putting their safety at risk.
- Not all children make as much progress as they could. At times, staff do not notice when quieter children do not engage. They do not respond effectively when the quieter children attempt to interact, meaning their play becomes mundane and lacks challenge.
- Noise levels in the nursery do not help children to concentrate on their activities and respond to questions. Staff do not consistently provide good role models for children to know there are times to talk quietly and listen.
- Staff occasionally miss opportunities for older children to practise their writing skills.

It has the following strengths

- There are strong partnerships with parents. Staff share important information that enables them to work together well, such as helping children with potty training. They help parents to support their children's learning at home.
- Children make good progress in their mathematical development. Staff help them to count, recognise shapes and understand measurements.
- Staff provide effective support for children to recall previous learning and feel good about their achievements. For example, they encouraged children to demonstrate how they used equipment and describe how they completed a task.
- The management team has a positive attitude to developing staff practice. Through training, staff now use enjoyable ways to help older children link letters and sounds.

What the setting needs to do to improve further

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

	Due Date
■ improve older children's awareness of safe practices and enable them to understand and follow expectations for safe behaviour	09/09/2017
■ ensure all children, especially those who are quiet, are consistently motivated and challenged to make good progress	09/09/2017
■ provide a learning environment that enables children to listen, concentrate and engage fully in their learning to improve outcomes for children, especially in their communication and language skills.	09/09/2017

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

- provide more opportunities for older children to develop their writing skills.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, parents and children and took account of the provider's self-evaluation.
- The inspector held a meeting with the manager and deputy, and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff have a good understanding of their child protection policy. They know what signs to be aware of that may mean a child is at risk of harm, and the procedures to follow to protect them. There is good security and staff use equipment to minimise risks, such as a new gate to the kitchen to prevent children's access. However, the manager does not ensure that staff help older children to understand about risks and learn appropriate behaviour to keep safe. The management team uses self-evaluation to identify some areas to improve. For example, it intends to reorganise the resources in the baby room to provide more space for effective learning. The manager does not monitor staff skills well enough to identify and improve practices, although there are plans to introduce observations to help staff look at better ways of working. The manager has suitable systems to monitor all children's development, to identify those who may need additional support. Staff work well with outside agencies to help children who have special educational needs make as much progress as they can.

Quality of teaching, learning and assessment requires improvement

Staff make regular observations of children's learning and seek good information on their starting points. There is some good teaching. For example, staff support children well through trial and error to find the best way to build a boat. They help children to make predictions, such as will sand stay in or fall out of a colander. However, some staff are loud and noise levels go up as children also get louder, preventing some from concentrating. For example, in the pre-school room, children engaged in an activity are distracted by staff at another activity, making it hard for them to focus. They are unable to hear questions or listen. This does not support their development well, especially in language and communication.

Personal development, behaviour and welfare require improvement

Children have secure relationships with staff. Parents comment positively on how well staff help their children settle and how children look forward to coming to nursery. However, staff do not consistently support children's safe behaviour or notice when quieter children are not confident to engage. They sometimes miss signs when children try to initiate interaction. For example, older children fill up a cup with sand and observe younger ones pretending to make cups of tea for staff, which they copy. However, with little response they go back to filling and emptying the cup, so their learning lacks enthusiasm or challenge.

Outcomes for children require improvement

Overall, children make suitable progress. However, older children do not consistently receive the support they need to learn and develop as much as they could, ready for school, especially for their language and communication skills, their understanding of keeping safe, and the need to follow expectations for good behaviour. Children enjoy choosing their own activities, and have good opportunities to play outdoors and be active.

Setting details

Unique reference number	EY455304
Local authority	Somerset
Inspection number	1095401
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	30
Number of children on roll	48
Name of registered person	Karen Davey
Registered person unique reference number	RP512389
Date of previous inspection	30 March 2015
Telephone number	01823 444422

Karebears Childcare registered in 2013. It operates within the village of Creech St Michael, near Taunton, Somerset. The nursery opens Monday to Friday from 7.30am until 5.30pm for 51 weeks a year. The nursery provides free early education for children aged two, three and four years. There are nine members of staff, including the owner, who is also the nursery manager. Of these, four members of staff hold early years qualifications at level 3 and five hold a qualification at level 2. One member of staff is working towards a relevant qualification at level 3. An administrator supports the staff team.

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