

Kettering Childcare

Ground Floor, The Time Complex, School Lane, KETTERING, Northamptonshire,
NN16 0DH



Inspection date

Previous inspection date

10 August 2017

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
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

- The manager and staff do not ensure that areas where children play are safe and suitable for use, particularly in the baby room and outdoor play area. Risk assessments are not effective and staff do not identify and remove hazards quickly enough.
- Staff are not effectively led and managed. They are not monitored or trained well enough to consistently develop practice or improve and strengthen the quality of their teaching.
- Children's learning and development are not supported. The quality of teaching is variable throughout the nursery. Activities and experiences provided for the children offer little challenge and do not promote their next steps in learning.
- Systems for observation and assessment are weak. Staff do not identify gaps in children's learning or effectively monitor their progress. As a result, there is insufficient evidence to show that children make good progress from their starting points.
- The key-person approach is not effective or managed well throughout the nursery. Not all staff know the children sufficiently well in order to support their care and learning needs.
- There are occasions when staff pass on their own dislike of engaging in creative 'messy' activities to the children.
- The provider does not use self-evaluation processes effectively to identify and target all breaches of requirement, to provide a good-quality provision.

It has the following strengths

- Suitable recruitment procedures are in place to help ensure that staff working with the children are suitable to do so.

What the setting needs to do to improve further

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

	Due Date
■ ensure that risk assessments identify aspects of the environment that need to be checked on a regular basis to remove or minimise risks and hazards to children	10/09/2017
■ implement appropriate systems for the supervision of staff to provide support, coaching and training to strengthen and improve the quality of teaching and to promote the interests of children	10/09/2017
■ improve the quality of teaching so that staff provide activities and experiences that promote children's next steps in learning and extend their learning to ensure that they make good progress	10/09/2017
■ assess children's progress in all areas of development and use this information to plan challenging activities and to quickly identify and address any gaps in learning	25/09/2017
■ ensure that the key-person system is effective in ensuring that children's care is tailored to their individual needs.	10/09/2017

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

- encourage all staff to display positive attitudes towards learning activities to support children to explore and investigate
- use self-evaluation effectively to identify any areas of weakness and breaches of requirements and take action to improve the quality of the provision.

Inspection activities

- This inspection was carried out as part of a risk assessment process, following information received by Ofsted.
- 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 to the staff and children throughout the inspection. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. There are breaches in the requirements that have a negative impact on children's welfare. Staff do not undertake robust risk assessments to ensure that the premises are safe and suitable for use. For example, the baby room and outdoor play area have inappropriate furniture and broken resources in them. When these were highlighted to staff, they were not quick enough in removing these hazards. In addition, there is inadequate lighting in the toilet and nappy changing areas. As a result, children's safety is compromised. Overall, the ratios are met and staff are effectively deployed. A high percentage of staff hold first-aid qualifications and know what to do in the event of an accident or emergency. Visitors' identification is checked so that the manager knows who is entering the nursery and why they are there. Staff are knowledgeable about safeguarding procedures. They know the signs and symptoms of possible child abuse. They fully understand the procedures they should follow if they have concerns about a child's welfare or the conduct of another member of staff. The provider and manager do not monitor the provision well enough. For example, they do not carry out effective supervision of staff to identify areas of weakness in the quality of teaching and address these through suitable professional development opportunities. Furthermore, they do not monitor children's progress to ensure they are developing well. Self-evaluation is not used successfully to identify these weaknesses and the breaches in the requirements. However, there is a new manager in post who has started to implement positive changes to benefit the children in the short time since being appointed. She has made some immediate changes to help promote children's well-being. For example, the areas in the nursery used by children are well ventilated and the temperature is appropriate. In addition, the storage area for nappies and wipes has been moved and is no longer obstructing access to the toilet cubicle. The manager has a suitable understanding of the changes that must be notified to Ofsted. She shows a good capacity to improve the setting and staff comment that their morale has improved from this appointment.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is too variable and is not sufficiently matched to children's needs. Staff are well qualified. However, this does not have an overall positive impact on the quality of teaching. Staff are unable to plan well or teach effectively because their assessments of children's progress are not accurate or frequent enough. In addition, the educational programme offered is not effectively monitored. There is insufficient evidence to identify if children have made any progress from their starting points. When asked, staff do not know what the children's level of development is and what they need to be learning next, in order to make good progress. Gaps in learning are not identified and consequently, interventions to help children make good progress are not implemented. Some staff join in and talk with children as they play. However, others watch and do not engage meaningfully with children in order to extend their learning. For example, children of all ages explore paint with various tools to make marks. Staff provide the resources but then stand back because they do not want to get dirty and do not respond to or build on children's developing ideas. The manager intervenes and models some good teaching. She demonstrates how to use the tools and encourages the children to explore and investigate.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a significant impact on children's overall safety, welfare and personal development. The key-person approach is not effective and not all staff know the children well enough to meet their needs. Generally, staff support positive behaviour. For example, staff encourage children to share and they reward good manners with praise. Children receive healthy and nutritious foods and staff support appropriate hygiene routines well. Staff work well with parents to help children settle. They have settling-in sessions before each child starts where they share information about the child's likes, dislikes and care routines.

Outcomes for children are inadequate

Weaknesses in the quality of teaching and leadership impact on outcomes for children. Children's learning is limited because staff are unable to provide suitable activities and experiences that offer appropriate challenge. They do not know what the children are capable of and what they need to be learning next. Consequently, children show poor levels of concentration and engagement in their learning. Children do not acquire skills which help to prepare them for starting school. However, the new manager has implemented a system for children to self-register, enabling them to recognise their own names and have a space for their personal belongings. In addition, she has adapted routines so that children serve themselves at mealtimes and pour their own drinks, helping them to begin building some independence skills.

Setting details

Unique reference number	EY537792
Local authority	Northamptonshire
Inspection number	1110614
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	47
Number of children on roll	18
Name of registered person	SJS Childcare Limited
Registered person unique reference number	RP535080
Date of previous inspection	Not applicable
Telephone number	07870640866

Kettering Childcare registered in 2016. The nursery employs five members of childcare staff. Of these, four hold early years qualifications at level 3 and one at level 4. The nursery opens Monday to Friday, from 8am to 6pm, all year round. 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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