

Kozy Cottage Childcare Ltd

8 Enterprise Court, Crosland Park, Cramlington, NE23 1LZ



Inspection date

21 August 2017

Previous inspection date

27 October 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 fully incorporate children's individual needs and interests when identifying what they need to learn next. On occasions, they do not provide a good enough level of challenge during planned activities. In addition, staff do not consistently pronounce words in the correct way when reading to children to help develop their speaking skills.
- Young children's independence is not promoted well enough. Staff have not wholly embedded flexible routines to encourage children to follow their own interests. Sometimes children show signs of frustration and become distracted while waiting for the next part of the routine. Children do not make good enough progress.
- Leaders have not fully embedded performance management systems that help to accurately identify weaknesses in teaching.
- Leaders do not fully utilise systems to analyse progress made by different groups of children. They do not yet swiftly identify gaps in children's learning.

It has the following strengths

- Staff are vigilant and supervise children well. They provide a secure environment and talk to children about ways to keep themselves safe. For example, they talk to children about why it is important to apply sun cream before playing outdoors.
- Older children are provided with opportunities to develop their mathematical understanding. They bake cakes and count out how many ingredients they need. Older children develop an understanding of weight, measure and size.

What the setting needs to do to improve further

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

	Due Date
■ develop planned activities, particularly for younger children, that are appropriately tailored to what they need to learn next	11/09/2017
■ improve teaching practices and provide activities that offer a good level of challenge and help children to make good progress	11/09/2017
■ develop teaching strategies to build on children's communication skills and model correct words and sounds	11/09/2017
■ strengthen performance management systems to accurately identify and address weaknesses in teaching	11/09/2017
■ review routines that allow children to explore their own interests more freely and that help to promote positive behaviour.	11/09/2017

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

- develop systems that help to swiftly identify and address gaps in children's learning, including reviewing progress for different groups of children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager, including discussing the self-evaluation processes. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke with children during the inspection.
- The inspector spoke with parents during the inspection and took account of the views of others through written feedback provided.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders have implemented performance management systems, including regular supervision sessions. However, these are not consistently effective in addressing training needs for staff. Despite the well-qualified balance of staff, the quality of teaching is variable. In addition, leaders have not yet established effective ways to review progress made by different groups of children. Leaders have systems in place to review the overall quality of the setting. They regularly gather the views of children and parents in helping them to identify gaps in practice. Safeguarding is effective. Leaders and staff demonstrate a clear understanding of local safeguarding procedures. Ratio requirements are adhered to. Staff respond to accidents and incidents in a timely manner and swiftly report any injuries to parents. Parents are complimentary of staff at the setting. They are invited to attend regular parents' evenings where they discuss their children's progress.

Quality of teaching, learning and assessment requires improvement

Staff complete regular observations and assessments of children's learning. Despite this, they do not use the information gathered accurately enough to identify what children need to learn next. Staff read stories to children. However, they do not pronounce words correctly to promote children's language skills effectively. For example, they ask children to find the 'doggy' and look for the 'froggy'. Older children engage in role-play activities. They create their own characters and provide a running narrative as they play. This helps to develop their imaginative skills.

Personal development, behaviour and welfare require improvement

Staff implement routines that are sometimes not flexible enough to fully promote children's interests. Younger children sometimes become frustrated. This does not effectively promote children's independence. Despite this, children are well settled. Staff provide children with regular praise and encouragement. This helps to promote children's self-esteem. Children are provided with healthy options during mealtimes. Staff encourage children to follow suitable hygiene practices and are provided with opportunities to manage their self-care needs. Children are provided with regular fresh drinking water throughout the session. Young babies have opportunities to crawl and climb over large soft-play equipment. This helps to promote children's physical skills well.

Outcomes for children require improvement

Not all children make good progress. Younger children are not always challenged in their play. They sometimes become distracted from their learning. Despite this, children demonstrate suitable levels of confidence. Children use large chalks when making marks in the outside area. Older children write recognisable letters. This helps to develop their literacy skills. Children are equipped with the basic skills needed for their future learning.

Setting details

Unique reference number	EY477502
Local authority	Northumberland
Inspection number	1111096
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	1 - 14
Total number of places	66
Number of children on roll	158
Name of registered person	Kozy Cottage Childcare Ltd
Registered person unique reference number	RP533657
Date of previous inspection	27 October 2015
Telephone number	07853290594

Kozy Cottage Childcare Ltd registered in 2014. The nursery employs 21 members of staff. Of these, one holds an appropriate early years qualification at level 6 and has early years professional status. There are 17 members of staff who hold an appropriate early years qualification at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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