

## Inspection date

9 November 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:

- Although there are some procedures in place for the supervision of staff, these are not fully effective in helping to support all staff to increase their knowledge and skills.
- There are weaknesses in the quality of teaching. At times, the staff interaction with the children is not sufficient and does not provide good levels of challenge, to help them develop their language skills and enable them to reach their full potential.
- Although children have access to outdoor play at set times during the day, staff do not make the best use of the resources outdoors to extend children's learning opportunities.

### It has the following strengths

- Children are happy and settled. They relate well to the staff who are warm and caring, which supports their emotional well-being effectively.
- Staff establish effective partnerships with parents, enabling a regular two-way exchange of information. For example, staff link closely with parents and any other professionals involved to ensure consistency in the care children receive.
- Overall, children show an ability to share and take turns, which helps them to form positive relationships with others.

## What the setting needs to do to improve further

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

- |   | <b>Due Date</b> |
|---|-----------------|
| <ul style="list-style-type: none"> <li>■ increase the support for staff to develop their knowledge and skills to raise teaching to a consistently good level</li> </ul>                     | 01/02/2018      |
| <ul style="list-style-type: none"> <li>■ improve the quality of staff interaction to make the most of opportunities to challenge children and extend their learning experiences.</li> </ul> | 01/02/2018      |

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

- improve the organisation of resources, in particular in the outdoor area, to provide those children who learn better outdoors with a greater variety of activities and learning experiences.

### Inspection activities

- The inspector observed activities, indoors and outdoors, and interaction between the staff and children, and looked at the play equipment and resources.
- The inspector completed a joint observation with the manager to discuss the impact of teaching after viewing activities.
- The inspector spoke with the manager, staff and some parents. She also talked with the children at appropriate times.
- The inspector looked at documentation, including a sample of children's developmental records, planning and staff suitability records.
- The inspector looked at, and discussed, systems used to evaluate the nursery.

**Inspector**  
Dinah Round

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has some systems in place to supervise staff and discuss their performance. However, these are not effective in helping all staff increase their knowledge and skills. There are weakness in the quality of teaching. Staff monitor children's progress and plan for their next steps but, in practice, activities are often too adult-led and do not fully support children's learning. Safeguarding is effective. Staff have a clear understanding of their role and responsibilities to keep children safe, and understand the procedures to follow if they have concerns. They complete daily checks of the premises to ensure that children can move around safely in their play. The provider works with staff to identify some ways to improve children's learning opportunities, such as putting play dough in a wheeled trolley to make it more easily accessible for children. Parents receive clear information about their child's day and comment positively about the care their children receive.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching varies between the staff and is not consistently good. For example, a creative activity was too difficult for the younger children to achieve so staff held the children's hands to complete the particular task, rather than allowing them to explore and experiment for themselves. Children use their imagination well. For example, they play alongside their friends in the play kitchen and tell others that they are making 'porridge'. Children show care and control as they use the building blocks to create their models. Staff talk with children and make conversation. However, some staff miss opportunities to challenge children and extend their language skills. Children access a variety of resources indoors. For example, young children reach into the basket and select musical toys to explore.

### **Personal development, behaviour and welfare require improvement**

Children have some chances to take part in physical play activities indoors and outdoors. However, staff do not make the most of the outdoor space to increase children's learning experiences across all areas of learning. Staff gain details about children's individual routines from the parents when they first start, and staff follow these to help children settle. Children play together cooperatively overall, for example, when taking part in a game of skittles. Staff provide additional support for children who are still learning how to manage their behaviour. They work with the parents and outside agencies to help provide children with clear and consistent messages. Children benefit from being provided with healthy snacks and regular drinks.

### **Outcomes for children require improvement**

Children acquire some skills that prepare them for the next stage in their learning. However, weaknesses in the quality of teaching mean that children do not make as much progress as possible. Children show developing independence, such as when they help to clean the tables after lunch. Staff talk to them about making, 'round and round' shapes, for instance, to help develop their understanding of mathematics.

## Setting details

<b>Unique reference number</b>	EY349587
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1117081
<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>	0 - 8
<b>Total number of places</b>	27
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Juliet Ann Robertson
<b>Registered person unique reference number</b>	RP513839
<b>Date of previous inspection</b>	27 October 2015
<b>Telephone number</b>	02380 666 626

Kids Incorporated registered in 2007 and is a privately owned nursery. It is located in the centre of Eling, near Totton, Southampton. The nursery opens each weekday from 8am until 6pm, all year round. There are eight members of staff and all have relevant early years qualifications, including the owner/manager who holds a qualification at level 5. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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