

Karebears Childcare

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



Inspection date

17 April 2018

Previous inspection date

9 August 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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:

- The quality of teaching is not consistently good. Managers do not monitor and evaluate the quality of teaching regularly enough to ensure that teaching is of a high standard. As a result, children's learning is affected.
- Staff do not demonstrate a sufficient knowledge of the Prevent Duty, therefore are unaware of the signs that could indicate that children and their families are at risk from extremist views.
- Staff do not identify what children know and can do early enough so that children get off to the best possible start in nursery.
- The organisation of mealtimes is not effective. Managers do not identify when they becomes chaotic or deploy staff sufficiently well to promote children's independence and to model good manners.

It has the following strengths

- There are strong partnerships with parents. Parents talk about the positive experiences that staff provide so that their children enjoy their time at nursery.
- Children's physical development is promoted well. Children have plenty of opportunities to play outside in the safe and secure outdoor play space.
- The key person system is effective and staff know the children well. As a result, children are happy and settled.

What the setting needs to do to improve further

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

	Due Date
■ implement consistent approaches to teaching and learning, ensuring that all children are engaged and motivated to learn	22/06/2018
■ improve systems for monitoring the quality of teaching to ensure that teaching is consistently of a high standard	22/06/2018
■ ensure that staff have an up-to-date knowledge and understanding of the Prevent Duty	22/06/2018
■ identify children's starting points at the earliest opportunity to allow children to get off to the best possible start.	22/06/2018

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

- review the organisation of mealtimes and deploy staff effectively to encourage children's independence and to promote good table manners.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed staff interactions and spoke with staff and children throughout the inspection.
- The inspector sampled a range of documentation such as children's assessment records, incident records and policies and procedures.
- The inspector spoke with parents to gather their views of the provision.
- The inspector observed the quality of teaching and learning.

Inspector

Johanna Hughes

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Appropriate arrangements are in place for the recruitment, vetting and induction of new staff. The manager and staff are aware of what to do if they are concerned about a child's welfare. Staff attend training such as paediatric first aid and safeguarding. Although staff have received training in current safeguarding legislation, they do not have a secure enough understanding of relevant guidance. The manager has recently started to observe staff working with children and is beginning to provide feedback on their teaching. However, teaching has not improved to a consistently good standard because these observations are not happening regularly. The manager is aware of the need to develop this aspect of her leadership.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. On occasions staff plan activities for large groups of children of mixed abilities that do not meet the needs of everyone in the group. As a result, children are inappropriately challenged and quickly lose interest and disengage from their learning. Staff make accurate assessments of children's achievements and leaders monitor these to ensure that any gaps in children's development are identified. When children first start, staff gather useful information which is used well to help children to settle into the nursery. However, initial assessments of what children are able to do are not initiated quickly enough. As a result, staff are delayed in identifying what children need to learn next so that children are able the best possible progress in their learning.

Personal development, behaviour and welfare require improvement

The environment is warm and welcoming. Staff implement positive strategies when children have difficulties forming positive relationships with their friends. Babies have secure attachments with their key person and staff meet their needs. They enjoy spending time with the older children. For example, all the children come together to join in a music and movement session in the garden. Mealtimes, however, are poorly organised and staff do not effectively help children to understand how to behave or to be independent. For example, staff put food on the children's plate without giving them a choice. Staff do not supervise children well enough or give them clear enough guidance of how to behave at mealtimes. This results in a chaotic environment with children not sitting properly at the table or getting up and walking around while eating.

Outcomes for children require improvement

Children make steady progress and are confident in their environment. Older children are helped to be prepared for school. For example, in small groups they successfully explore letters and the sounds they represent. Many are able to blend sounds together to make simple words and they enjoy experimenting making new words by saying the sounds backwards. They practise getting dressed into their PE kits so that they are familiar with this skill when they start school. However, the organisation of large group activities and inconsistencies in the quality of teaching hinders the progress children make. All children have the opportunity to be active and play outdoors.

Setting details

Unique reference number	EY455304
Local authority	Somerset
Inspection number	1122162
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 - 8
Total number of places	30
Number of children on roll	65
Name of registered person	Karen Davey
Registered person unique reference number	RP512389
Date of previous inspection	9 August 2017
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 ten members of staff, including the owner, who is also the nursery manager. Of these, three hold early years qualifications at level 3 and four hold a qualification at level 2. Two members of staff are working towards a relevant qualification at level 3. An administrator supports the staff team.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

