

Star Kids Day Nursery and Pre-School

31 - 33 Hythe Street, Dartford, DA1 1BE



Inspection date

27 April 2018

Previous inspection date

8 November 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	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 provider has not made adequate progress since the previous inspection and many of the improvements required have not been made or sustained. The provider's capacity to improve, and consequently the quality of the provision, is weak.
- Staff do not have a secure understanding of safeguarding, and do not know how to report concerns or work with other agencies. The setting is not a safe environment for children, especially the outdoor space where hazards are present.
- Leaders do not make sure they maintain the appropriate staff to children ratios at all times to help keep children safe and meet their individual needs.
- Leaders do not provide staff with effective monitoring or support to help them understand their new roles and develop children's learning and behaviour.
- Children do not reach their full potential. Teaching does not sustain their attention during activities. As a result, children's learning is hindered and behaviour issues arise.
- Leaders do not ensure that Ofsted are aware of every director who is involved in the nursery, as required, so that the relevant checks can be undertaken.
- Leaders do not have a written procedure for dealing with complaints for parents and/or carers, which may prevent a complaint being made or handled appropriately.

It has the following strengths

- Children gain some skills in independence. For example, they pour their drinks and butter their bread at snack time.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ develop staff's knowledge and understanding of safeguarding, in particular the processes to follow for reporting any concerns	17/05/2018
■ ensure leaders and staff respond and act on actions set by other agencies in a timely manner to help keep children safe from harm	17/05/2018
■ make sure the appropriate staff to children ratios is continually met at all times	17/05/2018
■ improve staff monitoring and induction processes to help staff understand their roles and develop the quality of teaching to support children's learning including those who have special educational needs and/or disabilities and English as an additional language	17/05/2018
■ ensure staff provide children with clear guidance and explanations to help them manage their behaviour	17/05/2018
■ make sure Ofsted is informed of all directors in the company	17/05/2018
■ ensure a written complaints procedure is in place for parents and/or carers.	17/05/2018

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

	Due Date
■ improve the use of observations and assessments to monitor children's development and plan activities that support children's motivation and help them make good progress.	21/06/2018

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector spoke to parents and children.
- The inspector held discussions with the manager and staff at appropriate times throughout the inspection.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Leaders and staff do not make sure they follow plans put in place by other agencies. Staff do not know the processes to follow for child protection concerns, despite having recent professional development on safeguarding. This significantly compromises children's safety. However, staff can identify the signs that would cause alarm about a child's welfare. Leaders and staff do not identify and minimise all risks. For example, the outside sandpit is left uncovered and the shed is unlocked with hazards inside. This does not help children play safely in their surroundings. Leaders do not provide effective supervision and support. New staff have not had an induction to help them understand their roles and responsibilities. Teaching is weak. In particular, they do not effectively support children's development, behaviour and specific needs.

Quality of teaching, learning and assessment is inadequate

Staff do not use the information from their observations and assessments to monitor children's progress effectively and plan suitably challenging activities that keep their motivation and develop their learning further. For example, children sit at a table with helicopters and 'transforming' cars but are not helped to engage and interact positively together. As a result, children start to argue over toys and behaviour issues arise. Staff do not follow children's emerging interests. For instance, children dress up and use imaginary play. However, staff do not fully develop their play and children lose interest, wandering around the room aimlessly. The new manager has plans in place to support children who have special educational needs and/or disabilities, such as using visual cards and prompts. However, staff do not implement these in their practice. Therefore, children do not make their best possible progress. Staff provide opportunities to involve parents in their children's day, such as they provide parent contact books for younger children to keep them updated.

Personal development, behaviour and welfare are inadequate

The pre-school room is chaotic and disorderly. Children lack focus in activities, which impacts negatively on their learning. Staff do not manage children's behaviour well. For instance, children push each other off a tyre in the garden. Staff try to intervene and remove the tyre and then put it back, and the behaviour continues. As a result, children become upset. Staff do not adapt their behaviour management for younger children and babies. For example, staff tell them they have to wait five minutes to play with resources, which is beyond their understanding. Staff help babies form secure emotional attachments and positive relationships with them. For example, they give them extra care and attention, when needed.

Outcomes for children are inadequate

Children do not gain the skills they need to prepare them for their future learning. They do not develop their communication and language well, including those with English as an additional language. For example, children start to develop their growing vocabulary, such as saying 'shark' and 'water', but staff do not extend their language and develop their learning further.

Setting details

Unique reference number	EY481842
Local authority	Kent
Inspection number	1133335
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	62
Name of registered person	Star Kids Club Limited
Registered person unique reference number	RP531593
Date of previous inspection	8 November 2017
Telephone number	07960654380

Star Kids Day Nursery and Pre-school registered in 2014 and is located in Dartford, Kent. The setting employs 17 members of staff. Of these, 13 work with children and nine hold appropriate early years qualifications. The nursery opens from Monday to Friday, from 7am to 7pm. The nursery provides funded early education for children aged two, three and four years.

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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