

Inspection date	19 June 2018
Previous inspection date	15 January 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider's understanding of her responsibility to monitor the ongoing suitability of staff is weak.
- The quality of teaching is inconsistent and children do not all make continually good progress from their starting points. Not all staff have a good understanding of how to use information from their observations and assessments to plan activities that promote children's learning effectively.
- The progress check for children aged between two and three years is not always completed in a timely way and relevant information is not consistently shared promptly with parents.
- Arrangements for staff supervision are not fully effective. Staff do not receive ongoing support to help to raise the quality of teaching to a good level.
- Staff do not gather enough information from parents about the skills and knowledge children already have when they start at the setting, to inform their assessments of the starting points for children's learning.
- Arrangements for monitoring the quality of the setting are not rigorous; therefore, weaknesses are not identified and addressed swiftly enough.

It has the following strengths

- Children are happy and confident. They explore independently and play well with each other.
- Parents are happy with the service and speak highly of the setting.

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
<ul style="list-style-type: none"> ■ implement effective systems to ensure that all staff are made aware of their duty to disclose any changes that may affect their suitability to work with children 	03/07/2018
<ul style="list-style-type: none"> ■ put in place arrangements for the effective supervision of staff so they receive the support, coaching and training they need to improve their teaching skills 	18/09/2018
<ul style="list-style-type: none"> ■ develop staff's understanding of how to use the information gained from observations and assessment to plan and provide challenging and enjoyable experiences tailored to the individual learning needs of each child 	18/09/2018
<ul style="list-style-type: none"> ■ review the progress of children aged between two and three years in a timely manner and promptly share a short, written summary of their development with their parents. 	18/09/2018

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

- improve the way that information about what children already know, understand and can do is gathered from parents, to inform the assessment of highly accurate starting points for children's learning
- build on the arrangements for monitoring the quality of the provision to ensure that weaknesses are identified and addressed swiftly.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this had on children.
- The inspector held a leadership and management meeting with the provider.
- The inspector carried out a joint observation with the provider.
- The inspector spoke to some parents and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection.

Inspector
Kayte Farrell

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider is not aware of her responsibility to monitor the ongoing suitability of staff and has not checked that they remain suitable for their role. This puts children at risk. However, staff do know the possible signs and symptoms of abuse. They are familiar with the procedures to follow if they have concerns about a child's welfare. Staff have a good knowledge of wider safeguarding concerns, including the risks associated with children and families being drawn into extreme behaviours. Arrangements for the supervision and monitoring of staff performance are not robust. Staff are not well supported to improve their skills and, as a result, the quality of teaching is too variable throughout the setting. The provider has some strategies in place to monitor the quality of the provision. However, they are not rigorous enough to swiftly identify and address significant weaknesses in the provision. For example, weaknesses in the ability of staff to use observation and assessment effectively to plan and provide suitably challenging activities for children have not been recognised. The provider has not made sure that the progress check for children aged between two and three years is carried out in a timely manner, and that relevant information about children's development at this stage is promptly shared with parents.

Quality of teaching, learning and assessment requires improvement

Staff collect some information from parents about children's care needs when they first start. However, they do not do enough to find out what children already know, understand and can do, to help them make highly accurate assessments of the starting points for children's learning. Staff do complete some observations and assessments. However, not all staff have a clear understanding of how to use this information to plan for individual children's learning and ensure that they make the best possible progress. As a result, at times, activities are not tailored specifically enough to individual children's learning needs. Some children are not always meaningfully engaged and do not make the progress of which they are capable. Despite this, younger children have some good opportunities to develop their language and communication skills. For example, children confidently name a selection of animals and make the corresponding sound. Older children are able to recognise their name in print and they learn about sounds that letters represent. Staff encourage children to use their problem-solving skills. For example, they help children to experiment with different resources and to work out which items will roll down the drainpipe slide.

Personal development, behaviour and welfare are inadequate

Weaknesses in the provider's safeguarding knowledge and understanding compromise the safety and welfare of children. That said, children are very happy in the setting. They explore the environment with confidence and play well together. Children are friendly and demonstrate good social skills. The daily routine is well embedded and children know what is expected of them. Children are beginning to develop their self-care skills. For example, they are encouraged to wash their faces and pour their drinks independently. Older children learn about road safety and how to keep themselves safe in the community.

Outcomes for children require improvement

Not all children make consistently good progress from their starting points. Older and most-able children are not challenged enough in their learning to build as far as possible on what they already know and can do. Despite this, children are developing some of the skills they need for the next stage in their learning. For example, children sing some familiar songs from memory and re-tell the story of their favourite book.

Setting details

Unique reference number	322382
Local authority	Liverpool
Inspection number	1087816
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 - 5
Total number of places	44
Number of children on roll	46
Name of registered person	Kids World
Registered person unique reference number	RP524899
Date of previous inspection	15 January 2014
Telephone number	0151228 7788

Kidsworld registered in 1997. The setting opens Monday to Friday from 8am to 6pm. The setting employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications. One member of staff holds early years professional status.

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

