

TKC Heald Green

108 Outwood Road, Heald Green, Cheadle, Cheshire, SK8 3LL



Inspection date

Previous inspection date

29 June 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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

- Managers and practitioners do not know the procedures for child protection well enough. They do not follow the procedure for reporting allegations made against practitioners.
- Practitioners do not take enough account of what children know, understand and can do when they plan activities.
- The regular monitoring of the performance of practitioners does not focus sharply enough on raising the quality of teaching to a higher level.
- Although practitioners often play and interact with children, they do not make full use of opportunities to model and repeat spoken words and phrases.

It has the following strengths

- Parents say they feel well informed about children's daily care and well-being. For example, the parents of younger children report that practitioners share written information with them about activities and care routines.
- Children play happily in the well-organised environment. Practitioners know children's interests and encourage them to decide what they want to play with. This helps to promote children's independence and self-esteem.
- Practitioners establish partnerships with other professionals. For example, they take account of advice from specialist professionals when they choose toys for children who have special educational needs and/or disabilities.

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
■ gain secure knowledge and understanding of Local Safeguarding Children Board procedures to be able to respond swiftly and appropriately if an allegation is made against a practitioner	27/07/2018
■ use information gained from the observations made of children's learning so that activities planned are challenging and teaching focuses precisely on what children need to learn next.	27/07/2018

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

- build on the systems for assessing practitioners' performance and focus more sharply on helping them develop an expert knowledge of teaching and learning
- sharpen techniques for modelling words and phrases when children play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the assistant nursery manager.
- The inspector held a meeting with a director of the nursery and the assistant nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Managers responsible for child protection do not know what they must do if an allegation is made against a practitioner. However, practitioners know the signs that indicate a child may be at risk of harm and the action they must take. They demonstrate knowledge and understanding of wider safeguarding issues relating to the 'Prevent' duty guidance. Managers follow clear procedures for recruiting and vetting new practitioners. The nursery building is secure and practitioners identify and minimise hazards to children. For example, they carefully check the indoor and outdoor areas before children arrive at nursery. Managers do not assess the quality of the provision well enough to identify areas for improvement.

Quality of teaching, learning and assessment requires improvement

Practitioners plan activities without taking account of what individual children are ready to learn next and so children are not challenged appropriately. For example, practitioners plan the same counting activity for all of the pre-school children. Some children cannot complete the task and others find it too easy. However, some teaching by practitioners helps to promote children's learning. For example, toddlers listen to stories and answer questions about the pictures. In a further example, pre-school children begin to link written letters to the sounds they represent. These activities help to promote children's early literacy.

Personal development, behaviour and welfare are inadequate

Weaknesses in child protection procedures mean that children's safety cannot be assured. However, practitioners follow a well-established procedure to ensure that children with allergies are not exposed to certain foods. Children demonstrate that they feel secure in the company of the friendly practitioners. For example, pre-school children seek out their key person when they join in with the daily greeting song. This helps them to develop the confidence to sing some words on their own when it is their turn. Practitioners teach children to make choices that help to promote their long-term welfare. For example, children know why they must put sun cream on and drink more water when the weather is hot.

Outcomes for children require improvement

The quality of teaching is not yet good enough to help children to make good progress. However, most children develop the skills and knowledge they need to start school. Children follow instructions and are helpful. For example, they work together to tidy the playroom before they go outside to play. Children count and use numbers as part of daily routines. For example, older children work with practitioners to check that the number of children ready to go indoors matches the number who came outside to play. Children use the toilet independently and know why they must wash their hands.

Setting details

Unique reference number	EY501329
Local authority	Stockport
Inspection number	1055215
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 - 7
Total number of places	40
Number of children on roll	38
Name of registered person	The Kid Company UK LLP
Registered person unique reference number	RP906316
Date of previous inspection	Not applicable
Telephone number	0161 437 3211

TKC Heald Green registered in 2016. The nursery employs seven members of childcare staff. Of these, one holds a qualification at level 6, two hold qualifications at level 5, one at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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