

Inspection date

6 July 2018

Previous inspection date

9 November 2017

	This inspection:	Requires improvement	3
The quality and standards of the early years provision			
	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 manager has worked closely with the local authority adviser to address the actions for improvement raised at the last inspection. She has sufficiently addressed weaknesses in teaching through for example, regular staff supervision. However, support for staff is only just becoming embedded and weaknesses in teaching remain.
- Staff do not always accurately identify or plan effectively for what children most need to learn next. At times, the organisation of the daily routines and staff's need to complete routine tasks rather than spend quality time with the children, impacts on their learning. Children make steady, rather than good levels of progress in readiness for their eventual move on to school.

It has the following strengths

- Children are happy to come into the nursery and settle well. They have warm relationships with staff and show they feel secure in their care. Staff generally support children's behaviour well. Children, including babies, have good opportunities to develop their physical skills such as through play in the garden or in the physical play room.
- Partnerships with parents and other professionals are strong. Staff keep parents well informed about their children's learning and give them ideas on how to extend this at home. They adequately implement actions points recommended by other professionals to support children with 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 the provider must:

	Due Date
■ monitor observations and assessments more sharply to help promote greater consistency in the quality and to address any differences in children's learning swiftly	27/08/2018
■ review and improve the organisation of staff, children and activities, to provide children with consistently effective support and challenges in their individual learning.	27/08/2018

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

- strengthen supervision and monitoring of staff practice to precisely target individual support needed and help to raise the quality of teaching to a consistently good level.

Inspection activities

- This inspection was carried out as part of a risk assessment process, following information received by Ofsted.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection.
- The inspector completed a joint observation of teaching with the owner/manager.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff access regular training to support their knowledge of the procedures to follow if they have any concerns about a child's welfare. They effectively implement their procedure for the use of mobile phones. Staff adequately assess potential risks to children, such as taking steps on the day of the inspection to ensure risks posed by open windows on the first floor were minimised. Recruitment and vetting procedures to determine the suitability of staff to work with children are thorough. The manager has used recent training to complete an audit on the learning environment including the outdoor area. She now provides resources better suited to children's interests although staff are still gaining confidence in how best to use these to challenge children further in their learning. Staff complete some training; such as Makaton sign language. However, this is not sufficiently used by staff to support children's progress to a good level. The manager monitors children's overall progress. However, she does not do this precisely enough to swiftly address any differences in learning. Staff ratios are met.

Quality of teaching, learning and assessment requires improvement

Support for children's learning varies throughout the session and is not fully effective in meeting the individual needs of some children, including, two-year-olds. For example, some younger children are left to occupy themselves and do not receive the same levels of support as some other children to meet their learning needs. Despite this, children do enjoy the activities on offer, such as water play outdoors or mark making. However, staff do not extend children's learning sufficiently as they play alongside them. For example, they often leave activities to tend to routine tasks in the room and children quickly lose interest without adult support. At other times, teaching is more effective and meets the needs of the children well. For example, during a construction activity staff support older children to calculate how many bricks they have in their tower and how many more they need to make it as tall as their friends.

Personal development, behaviour and welfare require improvement

Inconsistencies in the quality of teaching mean that staff do not always challenge or inspire children to learn as much as they can. Nevertheless, overall, staff meet children's personal needs appropriately and supervise them effectively to ensure their safety. Personalised support ensures that some children who have trouble understanding or following group rules are helped to join in and take part. Areas of the premises, such as nappy changing and toileting areas are suitably maintained and safe.

Outcomes for children require improvement

Children, including those with special educational needs and/or disabilities, do not make consistently good rates of progress in all areas of learning. However they do learn some useful skills in readiness for their eventual move on to school. Children follow simple instructions and take turns, such as when joining in board games. However children do not sustain their concentration at activities due to weaknesses in teaching and quickly lose focus.

Setting details

Unique reference number	EY349587
Local authority	Hampshire
Inspection number	1140521
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	27
Number of children on roll	36
Name of registered person	Juliet Ann Robertson
Registered person unique reference number	RP513839
Date of previous inspection	9 November 2017
Telephone number	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 nine 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.

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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