

Caerleon Child Care

22 Concorde Road, Patchway, Bristol BS34 5TB



Inspection date	18 October 2018
Previous inspection date	26 October 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of 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

The provision is inadequate

- Staff are not vigilant in supervising children when they are playing in the soft-play room, which puts their safety at risk.
- Despite the recently appointed manager having a realistic view of the provision, the monitoring of teaching and learning is ineffective.
- The key-person system does not sufficiently support children's emotional well-being, for example, when they are settling in.
- Staff do not have high expectations of children to help prepare them for their next stage of learning and school. Children do not receive the support they need during activities to aid their development.
- Staff observations and assessments of children's learning and development are weak. Staff do not plan and provide activities that focus sufficiently on helping children to achieve.

It has the following strengths

- Children benefit from healthy meals and snacks, and regular fresh air.
- Children behave well; they share and take turns, and respect other's differences.
- Older children move with confidence and skill around, under, over and through play equipment.

What the setting needs to do to improve further

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

	Due date
improve staff deployment to ensure children's safety and to meet their needs, with particular regard to supervision in the soft-play room	24/10/2018
implement an effective programme of staff supervision to provide support, coaching and training, to raise the quality of teaching and learning to a good level	30/11/2018
improve the key-person system to promote children's emotional well-being and consistency for children and their parents	30/11/2018
improve the quality of teaching, to ensure all staff engage with children effectively to extend their learning	30/11/2018
improve the consistency and quality of observation and assessments, and ensure all staff know what children need to learn next, to plan and provide challenging and purposeful activities to help children achieve their next steps in learning	30/11/2018
implement robust systems for monitoring educational programmes and the progress that different groups of children make, to identify and address any gaps swiftly, to ensure children make good or better progress from their starting points.	30/11/2018

Inspection activities

- This was an unannounced inspection as part of the risk assessment process. The inspector had a tour of the premises with the deputy manager.
- The inspector observed the quality of teaching indoors, outdoors and in the soft-play room, and evaluated the impact on children's learning and development.
- The inspector held discussions with the manager, the deputy manager, the personnel director, staff, parents and children, at appropriate times during the inspection.
- The inspector completed joint observations with the manager and deputy manager.
- The inspector sampled a range of documents, including staff's and children's records, the complaints file, accident and incident forms, the safeguarding policy and procedures, and the setting's action plan for improvement.

Inspector
Karen Allen

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Although the manager ensures staffing ratios are met at all times, staff deployment does not ensure children's safety in the soft-play room. Staff do not supervise children sufficiently, particularly when children access the climbing areas. Nevertheless, the manager and staff have an appropriate understanding of indicators that a child may be at risk of harm, and of wider safeguarding issues. They know how to respond to any concerns they may have about a child in their care. The manager understands her role and responsibilities, and is committed to driving improvement. She has evaluated the quality of the provision accurately. She has worked with the provider to produce an action plan to target identified areas of weakness. Some progress has been made, such as staff safeguarding training, changes in sleep routines to meet children's individual needs, and the introduction of a new information sharing system with parents about care routines, activities and their child's day. However, the provider and manager do not provide adequate staff supervision to improve weak practice. The manager has not implemented effective systems to monitor the educational programmes and children's progress, to address any gaps in learning. The manager and staff work with parents and outside agencies to support those children who have special educational needs (SEN) and/or disabilities.

Quality of teaching, learning and assessment is inadequate

Staff do not make regular and precise assessments of children's learning. They do not use what they know about children to plan activities that are purposeful and challenging, to help children achieve their next steps in learning. For instance, each day, all children spend a long period of time in the soft-play room without planned activities. Although staff are friendly and welcoming, some staff sit and talk to each other rather than interacting with children to extend their learning. During group activities for older children, staff do not target teaching well enough to support children's different abilities and stages in learning. Some children lose interest and become restless. When staff play alongside children, for example, as younger children explore sand and water, they fail to support children's developing vocabulary by introducing new words. The manager recognises the weaknesses in the quality of teaching and has recently arranged for designated staff to role model their good practice to other staff.

Personal development, behaviour and welfare are inadequate

The provider does not ensure children's safety sufficiently due to weaknesses in staff supervision and deployment. Children do not receive the support they need to foster their enjoyment and learning. Some staff fail to respond effectively when children need extra comfort to meet their emotional well-being. Generally, staff support children to become familiar with the daily routine. For example, children like to take turns to ring the bell to tell children it is five minutes until tidy-up time. Recent changes in the learning environment encourage children of all ages to make independent choices about their play. Staff follow the procedures to meet children's individual dietary needs and share accident records with parents.

Outcomes for children are inadequate

Due to the weaknesses in the quality of teaching, assessment and planning, children, including those who speak English as an additional language, do not make the progress of which they are capable. Much of children's learning is incidental. Despite this, babies show curiosity as they explore, and toddlers and pre-school children develop their imagination during role play. Older children are confident to share their experiences with visiting adults.

Setting details

Unique reference number	EY454822
Local authority	South Gloucestershire
Inspection number	10081489
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	68
Number of children on roll	101
Name of registered person	123 Jump Limited
Registered person unique reference number	RP530562
Date of previous inspection	26 October 2016
Telephone number	01179 798980

Caerleon Child Care registered in 2012. It is one of two privately-owned nurseries. The nursery operates from purpose-built accommodation in Patchway, Bristol. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round, except for Christmas and bank holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. The company employs a manager who holds an early years qualification at level 5. She is supported by 23 members of staff. One holds a qualification at level 6, one holds an early years qualification at level 5, seven hold an early years qualification at level 3, seven hold an early years qualification at level 2 and seven are unqualified.

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