

# Little Kings & Queens Nursery

74 Litherland Road, Bootle, Liverpool L20 3HZ



<b>Inspection date</b>	19 October 2018
Previous inspection date	Not applicable

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

- Self-evaluation and the supervision of staff is not effective in identifying significant weaknesses in practice or in providing support that sharply focuses on raising the quality of provision.
- The assessment system is not effective. Staff do not understand how to use the information gained from observations of children's learning to monitor their progress and plan for their future learning in a timely way.
- Information from the progress check for children aged between two and three years of age is not always used to ensure that children receive the support they need swiftly when concerns about their progress are expressed.
- The nursery's special educational needs coordinators do not act quickly enough to work with parents and secure the support that some children need when concerns about their progress and development are identified. As a result, the needs of some children are not met and any gaps in their learning and development widen over time.
- Strategies to engage all parents in their child's learning are not always successful.
- The organisation of some group activities does not meet the needs of all children.
- Staff do not maximise the use of the outdoor environments for those children who prefer to learn outdoors.

### It has the following strengths

- Staff treat children with kindness and encourage them to do things for themselves and develop their independence.

## 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
ensure that appropriate and effective arrangements are in place for the supervision of staff and provide them with effective support, coaching and training to promote the best interests of children	20/11/2018
increase staff's awareness of how to use the assessment system to monitor children's progress and to plan for their future learning	20/11/2018
ensure that information from the progress check for children aged between two and three years is used effectively to secure the additional support some children need and prevent any gaps in their learning and development from widening further	01/11/2018
ensure that staff act quickly to secure the support that some children need when concerns are expressed about their progress and that families are effectively supported to make links with other agencies, where appropriate.	01/11/2018

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

- improve the systems for self-evaluation to help to shape ongoing plans and rapidly raise the quality of provision
- strengthen partnerships with parents and enhance information sharing about children's learning at home
- review the organisation of group activities so that all children are appropriately challenged and participate more fully
- provide more opportunities for children who like to play outdoors to build on their learning in their preferred environment.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the provider and nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

#### Inspector

Denise Farrington

## Inspection findings

### Effectiveness of leadership and management is inadequate

Leadership and management are weak. Systems to supervise and monitor staff fail to provide them with the support and challenge they require to improve their practice. Furthermore, wider procedures for reviewing the quality of the nursery are poor. Leaders and managers have failed to recognise and act on the weaknesses in staff practice. Managers do not have a robust understanding of how young children learn. They do not recognise significant weaknesses in how staff use the systems for observation, assessment and planning. This means that children's progress is hindered. Managers, including special educational needs coordinators, do not effectively secure any additional support required to meet the needs of some children when concerns are highlighted, for example, as part of the progress check for children aged between two and three years. They are unsure about how to seek further advice and support from outside agencies. This means that some children do not receive the support they require for a considerable amount of time, during which they make poor progress and gaps in their learning widen. Nevertheless, the arrangements for safeguarding are effective. Staff can identify issues that would give them cause for concerns about a child's welfare. They know how to refer any concerns to the relevant authorities.

### Quality of teaching, learning and assessment is inadequate

The quality of teaching is variable and children's learning is not tailored well enough to their specific needs. Staff focus intently on gathering a specific amount of evidence before they assess children's achievements. This means that children's next steps in learning are not always identified in a timely manner. Furthermore, staff do not routinely plan suitably challenging activities to help children make the best possible progress. Staff provide some information about the activities that children undertake at nursery. However, strategies to support parents in contributing detailed information about what their child can do at home and in engaging with a range of other agencies, where appropriate, have not been fully successful. Children do, however, enjoy choosing what they would like to play with from a range of good-quality resources.

### Personal development, behaviour and welfare are inadequate

Failure to meet the needs of some children has a significant impact on their development. Some routines, such as large-group times, do not meet the needs of all the children involved. Children as young as three years of age are expected to sit for lengthy periods of time. Subsequently, these young children lose interest in the activity and attempt to wander away. However, overall, staff are good role models. They support children to understand when their behaviour is not acceptable and praise them as they take turns and offer to share with their friends. Children are supported to manage their own risks. For example, staff remind children of the importance of holding the handrail as they walk down the stairs. Staff provide a healthy range of meals and snacks and talk to children about the importance of healthy eating. They ensure that good hygiene procedures are followed when changing nappies. Staff ensure that children have regular opportunities to play outside in the fresh air. However, the activities and experiences outdoors do not always support children who prefer to learn outside to help to develop the full range of their skills.

## Outcomes for children are inadequate

Children do not make enough progress in their learning. The failure to provide for the special educational needs of some children for a considerable period of time means that their progress is poor. They are not adequately prepared for the next stage in their learning, including school. However, most children are settled and happy. They gain some skills that they need for future learning. For example, older children learn about numbers to help prepare them for school.

## Setting details

<b>Unique reference number</b>	EY500133
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10077259
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	79
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Little K & Q Nursery Limited
<b>Registered person unique reference number</b>	RP535385
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0151 281 9220

Little Kings & Queens Nursery registered in 2016. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one at level 4 and one at level 6. The nursery opens from 7.30am to 6pm, Monday to Saturday, all year round except bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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