

Kiddi Day Kare Hattersley

Kiddi Day Kare, Stockport Rd, Hyde SK14 3QF



Inspection date	2 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision requires improvement. It is not yet good because:

- Some children have had several key persons. Other children, who have moved rooms within the nursery are yet to be allocated one. This has a negative impact on children's well-being and has led to inconsistent information sharing with parents about their child's day and ongoing progress.
- Observations of children are not carried out in a timely way to ensure they capture children's individual interests and are used effectively to help staff plan more meaningful activities that promote the next steps in their learning.
- The monitoring of staff's practice is not rigorous enough in helping them improve their teaching skills and implementing best practice.
- Systems for self-evaluation do not include the views of all stakeholders to further improve the quality of the provision.

It has the following strengths

- Staff work in partnership with other professionals involved in children's care and learning. This means that children who require additional support make consistent progress from their starting points.
- The nursery is bright, warm and welcoming. The learning environments are well resourced to help children make independent choices in their play. Staff are energetic and enthusiastic.

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 each child has a consistent key person to support their general well-being, help them to make good progress and maintain effective information sharing and partnerships with parents	20/11/2018
undertake regular observations of all children and use this information to plan activities that capture each child's individual interests, promote the next steps in their learning and support them to make the best possible progress	20/11/2018
implement effective supervision that provides staff with regular support and coaching to help raise the quality of teaching.	20/11/2018

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

- implement a rigorous process for self-evaluation that includes parents' and children's views to further improve the quality of the provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector spoke to a number of parents and took account of their views.

Inspector
Donna Birch

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Risk assessments are in place for the nursery and for vehicles used to transport children. The setting is safe and secure. Staff are well qualified and deployed well to ensure the correct adult-to-child ratios are maintained. Staff have a secure knowledge of how to identify the signs that children could be at risk of harm. They know the procedures to follow if they have concerns. The manager spends some time in the rooms with staff. He gives them some feedback on the quality of their teaching. However, he does not always focus on the areas that require improvement. For example, he does not check the quality and consistency of staff's observations and planning. Systems for self-evaluation do not include the views of parents to help drive forward improvements. That said, the manager and staff complete an annual review of the provision. They have evaluated the learning environments to include more open-ended and natural resources. Plans are in place to further develop the outdoor area for children.

Quality of teaching, learning and assessment requires improvement

' The recent high turnover of staff has led to inconsistencies in the quality and frequency of staff's observations of children. As a result, activity planning is not sharply focused to help each individual child makes the best possible progress. Staff teach the basics well. They purposefully play with children, listen to them and ask meaningful questions as they play. For example, children listen attentively to a favourite story, talk about the characters and predict what might happen next. This helps to promote their communication, listening and attention skills. Younger children excitedly explore a range of sensory baskets. They delight as they bang items together to create different sounds.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management and the quality of teaching, learning and assessment mean that not all children are supported to reach their full potential and build strong relationships with staff. Additionally, this had led to inconsistent information sharing with parents. For example, parents say that of late, their children have had several key persons and information sharing has declined from previous months. Staff support children to be independent. For example, children help themselves to a drink of water from the dispenser. Main meals provided for the children are healthy and meet their unique dietary requirements. Staff follow good hygiene procedures and change children according to their individual needs. Staff are good role models who treat children fairly and with respect. Children behave well and are kind and courteous to each other and the staff.

Outcomes for children require improvement

Children do not consistently make enough progress in their learning and development. Nevertheless, they learn some of the skills they will need to prepare them for their eventual move to school. Children learn to play together in small groups and can communicate their needs and ideas. They learn mathematical skills as they match colours, sort objects and count how many they have.

Setting details

Unique reference number	EY548364
Local authority	Tameside
Inspection number	10082796
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	1 - 11
Total number of places	170
Number of children on roll	91
Name of registered person	Holden, Susan Mary
Registered person unique reference number	RP511357
Date of previous inspection	Not applicable
Telephone number	07984994324

Kiddi Day Kare Hattersley registered in 2016. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 6.30am until 6.30pm. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at levels 2 to 6. The nursery provides funded early years education for two-, three- and four-year-old children.

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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