

Kids World Havercroft

The Library, Wakefield WF4 2BE



Inspection date	23 January 2019
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

This is a provision that requires improvement

- The quality of teaching is inconsistent. Staff do not use the information they gain from observations and assessments to identify the next steps for children's learning. They do not tailor activities to meet children's individual needs.
- Leaders and managers have not fully established systems to monitor the progress of individual and groups of children. They are not able to identify precisely any gaps in learning, to help children catch up quickly.
- Opportunities are missed to help children to develop their understanding of the importance of good hygiene practice, specifically relating to handwashing.
- The information staff gain from parents, when children first start, is not detailed enough to clearly establish what they already know and can do.
- Leaders and managers have developed a system of self-evaluation. However, it is not rigorous enough to bring about the changes needed to raise the quality of the nursery.

It has the following strengths

- Staff provide a welcoming environment. Children have secure emotional attachments, especially with their key person and other familiar staff. When children arrive at nursery, staff welcome them and take an interest in how they are.
- The environment is spacious and children freely choose what they want to do throughout the day.
- There are suitable links with children's future schools. Staff share some information about children's achievements. They help children to be aware of the changes and expectations, in preparation for moving on.

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 staff use assessment effectively to identify where children are in their learning, and then use the information to tailor activities and teaching to meet children's individual learning needs	28/02/2019
improve the arrangements for monitoring and sharing children's level of achievement, to identify gaps in their learning more precisely and target support more effectively	28/02/2019
implement effective hygiene practices to minimise cross-infection, with particular regard to implementing good handwashing routines.	28/02/2019

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

- strengthen the information gathered from parents, about what children already know and can do when they first start to attend, to plan a challenging and enjoyable experience from the outset
- make effective use of self-evaluation to identify and address any weaknesses in practice quickly.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with some parents, staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and area manager. She looked at a selection of documentation, including staff's and children's records and evidence of the suitability and qualifications of staff.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff know what action to take should they have any concerns about children's welfare. Leaders ensure that staff working with children are suitably qualified and are vetted appropriately. Risk assessments and daily checks help to support children's safety. Although leaders and managers review the nursery, they do not focus sharply enough on improving outcomes for all children. Parents comment that they are pleased with the care their children receive. However, the information gained from parents about children's current stages of development when they first join the nursery is not sufficiently robust. Communication and cooperative working with some professionals help to ensure that staff support children and their families suitably.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Leaders have made some recent changes to the systems for the assessment and planning of activities for children. However, not all staff demonstrate a secure understanding of how to use information gained from assessments to plan for what children need to learn next. In addition, systems for monitoring children's progress are poor and do not identify and address emerging gaps in children's learning swiftly enough. However, staff provide a range of enjoyable activities that support children's physical and creative skills. Children concentrate as they use a range of tools to shape dough. This helps to encourage their small-muscle control. They create interesting effects using sticks and glitter. Babies pick up small objects between thumb and finger and place them on rods. Older children are sociable and develop good friendships and language skills. Younger children develop a keen interest in action songs and rhymes.

Personal development, behaviour and welfare require improvement

Children enjoy healthy meals and snacks. This helps them to develop a suitable understanding about the benefits of a healthy lifestyle. However, hygiene practices in pre-school, such as handwashing, are not effective in promoting children's health and well-being. Staff ensure that the premises are secure and hazards to children are minimised. They help children to learn about staying safe. Children develop their independence. For example, they serve food at mealtimes and help to do up their own coats. Behaviour is good. Staff are positive role models for children. They are kind and remind children to use good manners. Children talk sensitively about the differences between themselves and learn about other cultures and traditions.

Outcomes for children require improvement

Children are not making enough progress in their learning and development. However, they are gaining some of the necessary skills in readiness for school. For example, children work together to complete jigsaw puzzles. They investigate confidently and test out their ideas during water and sand play. Older children select a correct number of objects and recognise that they need 'one more' to make up the correct amount.

Setting details

Unique reference number	EY540556
Local authority	Wakefield
Inspection number	10080229
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	50
Number of children on roll	65
Name of registered person	Kidsworld-Childcare Ltd
Registered person unique reference number	RP540549
Date of previous inspection	Not applicable
Telephone number	01226 722152

Kids World Havercroft registered in 2016. The nursery employs nine members of childcare staff. All of these have early years qualifications at level 2 or above. The manager holds a degree in early years. The nursery opens Monday to Friday from 8am until 6pm, all year round. The nursery provides funded early 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

