

The Kindergarten

The Church of the Holy Sepulchre, Church Lane, Northampton,
Northamptonshire NN1 3NL



Inspection date	22 May 2019
Previous inspection date	29 November 2018

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

This provision is inadequate

- Leadership and management are inadequate. The provider, who is also the manager does not understand how to tackle weaknesses in practice. Action that has been taken is ineffective and as a result, the same issues consistently reoccur. There continues to be breaches in requirements that have a significant impact on children's care, learning and development.
- The supervision of staff is ineffective. It does not promote a culture of mutual support within the management and staff team. Arrangements to help staff improve their knowledge and skills have not been successful. The quality of teaching remains inconsistent throughout the nursery. Children are not effectively supported in their learning and development.
- The provider does not pay enough attention to the deployment of staff. Induction procedures are not effective. Not all staff have a clear knowledge and understanding of their roles and responsibilities in order for them to effectively meet children's individual needs.
- Partnerships with parents are weak. Arrangements to ensure a two-way exchange of information between parents and their child's key person are ineffective. Parents are not kept fully informed and involved in their child's learning.
- Arrangements to monitor children's learning are not effective. The provider and staff do not have an accurate knowledge of individual or groups of children's development and progress, including those in receipt of funding.
- Staff do not manage children's behaviour effectively. Strategies to help children to learn what is expected of them are not consistently implemented. There are times when the learning environment is chaotic, which impacts on children's ability to learn.

It has the following strengths

- Since the last inspection, the provider, has made improvements to the outdoor play space. Children benefit from increased opportunities to be physically active outside.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
implement robust induction procedures so that all staff have a clear knowledge and understanding of their roles and responsibilities	28/06/2019
ensure that supervision is effective in promoting a culture of mutual support and teamwork, and to improve the quality of teaching to a consistently higher level	28/06/2019
ensure that staff are deployed effectively in order for children's individual needs to be met	28/06/2019
improve partnership with parents and maintain a regular two-way exchange of information to make sure they are involved and informed about their child's learning and development from the start	28/06/2019
implement consistently, agreed strategies and provide clear guidance for children to promote their good behaviour.	28/06/2019

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

	Due date
implement effective systems to monitor the learning and development of individual and groups of children, in order to identify children's individual needs and implement appropriate interventions to ensure that all children make the progress they are capable of.	28/06/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider. She spoke with staff and children during the inspection.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector had a tour of the premises.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Claire Muddimer

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider has failed to implement effective induction procedures for new members of staff and those returning to work after extended leave. Consequently, not all members of staff are aware of their roles and responsibilities within the nursery. The provider ensures that there are sufficient numbers of staff to meet the adult:child ratios, and that they are appropriately qualified. However, she does not deploy staff effectively throughout the nursery. For example, at the time of the inspection, there was not a member of staff identified as room leader in the baby room. This is a breach of requirements. Furthermore, despite the provider and staff demonstrating an awareness of where improvement is needed, they do not work together to take appropriate action to rectify it. For example, staff recognise that staffing arrangements working with the younger children is not successful but vocalise a reluctance to make changes to help make improvements. The provider has been receptive to support from other professionals. This includes, strategies to help her implement effective supervision and coaching arrangements for staff. For example, providing access to online training and observations of staff's practice. However, this has failed to have a good enough impact on staff's personal effectiveness. There continues to be inconsistencies in the quality of teaching throughout the nursery. As a result, children are not supported to make the progress they are capable of. Arrangements to involve parents in their children's learning are not effective. The deployment of staff is not conducive in helping them to build strong partnerships with parents. This hinders their ability to engage parents fully in their children's learning from the start. However, the provider has completed training to help her improve the recruitment and vetting procedures to ensure that staff working with children are suitable. She and staff demonstrate an appropriate knowledge and understanding of child protection procedures and wider safeguarding issues. They know what to do if they are concerned about a child's safety and welfare. Risk assessments are in place and staff ensure that children have access to resources and equipment that are safe and suitable for their needs.

Quality of teaching, learning and assessment is inadequate

There continues to be weaknesses in the quality of teaching and assessment. The provider does not effectively monitor the progress all children make. Consequently, she is unable to accurately identify where children need additional support and put appropriate plans in place to help them catch up and make the progress that they are capable of. Some staff do not have a good enough knowledge and understanding of how to promote children's learning and development. They sit alongside children as they play but miss numerous opportunities to extend their learning. At times, they interrupt children's play by introducing something new. For example, toddlers exploring vegetables in the role-play area are distracted by staff asking if they want to change a baby doll's nappy. On occasion, staff pick up on children's interests, and make suggestions for children to build on this. However, they fail to follow this through which results in children losing motivation to continue. That said, changes to children's base rooms have been positive. Children have access to toys, resources and equipment that overall reflect their stage and abilities. Older children, enjoy increased opportunities to choose if they play indoors or outside. A different system has recently been introduced to improve the quality of planning. However, this is very new for staff and has yet to have an impact on the

quality of the educational programme overall.

Personal development, behaviour and welfare are inadequate

Continued weaknesses in leadership and the quality of teaching have an impact on children's personal development, behaviour and welfare. Staff are not proactive in helping all children to understand boundaries and how to behave appropriately. As a result, children's behaviour deteriorates creating a disorderly and loud environment that distracts other children from their learning. For example, staff observe an older child kicking a bowl indoors. Staff suggest they use a ball, more children become involved, resulting in balls being kicked around the room, hitting adults, children and landing in activities. However, closer attention has been made to the planning of daily routines, such as mealtimes. Children are based in their group rooms and staff sit alongside children as they eat, offering support as needed. Children are provided with a range of snacks and meals throughout the day. Staff are aware of children's individual dietary needs and ensure that these are met. Children are encouraged to follow appropriate hygiene routines, such as cleaning their hands before eating.

Outcomes for children are inadequate

Children do not make the progress they are capable of. Some children do not achieve the expectations for their age range. They are not effectively supported in developing the skills they need for their future learning including school. Nevertheless, children make independent choices of what they would like to play with from the resources available to them. Older children use their creative and imaginative skills as they play with small-world animals in water and produce pictures using paint. They develop their physical skills outdoors, using tools to dig holes in soil to plant flowers. Toddlers move their bodies enthusiastically to familiar action songs and babies begin to walk independently.

Setting details

Unique reference number	EY248015
Local authority	Northamptonshire
Inspection number	10087191
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	52
Number of children on roll	55
Name of registered person	Donnell, Jodi
Registered person unique reference number	RP513284
Date of previous inspection	29 November 2018
Telephone number	01604 631033

The Kindergarten registered in 2002. There are 12 members of childcare staff, six of whom hold appropriate early years qualifications at level 2, level 3 and level 6. The setting opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The setting is in receipt of nursery education funding 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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