

# Koala Kidz Ltd - Old Buttery

Old Buttery Nursery, 16 High Street, Willingham, Cambridge, Cambridgeshire CB24 5ES



<b>Inspection date</b>	18 June 2019
Previous inspection date	27 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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

- Teaching is not consistently good. Some staff lack the skills they need to help children to make good or better progress. They do not always recognise opportune times to intervene in children's play in order to extend their learning and enjoyment.
- The planning of activities is not precise enough to provide sufficient challenge for children or build on what children already know.
- At times, children's behaviour is not managed well. Staff do not always take time to clarify expectations and help children to understand their boundaries.
- Leaders' evaluation of the quality of teaching and children's learning is not effective enough in order to identify and address weaknesses. Procedures to monitor staff practice and identify training needs are not robust enough.

### It has the following strengths

- Children form good relationships with staff. They enjoy involving staff in their play and go to them for support and cuddles.
- Children spend lots of time exploring the natural outdoor environment. They learn to take risks and develop their physical skills in active, energetic play.
- Children benefit from varied, healthy and nutritious meals, which are freshly cooked and take into account children's individual dietary needs.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
improve staff's teaching skills to enable them to support all children to make good or better progress in their development	26/07/2019
improve the planning of activities to more precisely match what children can do, build on their knowledge and help them to achieve the next steps in their learning.	26/07/2019

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

- develop procedures for self-evaluation and the monitoring of staff practice to identify and address weaknesses in the quality of teaching
- enhance staff's use of consistent strategies that help children to understand their boundaries and the expectations for positive behaviour.

### Inspection activities

- The inspector observed children and staff during their activities indoors and outside. She evaluated the quality of teaching and the impact this has on children's learning.
- The inspector considered the views of parents through discussion and written comments.
- The inspector carried out a joint observation with the manager. She spoke with children and staff at convenient times during the inspection.
- The inspector had a meeting with the provider and manager to discuss management processes. Documentation was sampled, including evidence of staff's suitability, children's information and staff's training records.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider does not ensure that the evaluation of the quality of teaching and the monitoring of staff's practice are fully effective. While the manager offers staff supervision meetings, these are not used well to identify professional development needs and address inconsistencies in teaching. Safeguarding is effective. The provider implements secure processes for staff recruitment. Managers and staff have a suitable understanding of their responsibilities to keep children safe. They know the procedures to follow if there are concerns about children's welfare. The manager attends safeguarding training and reviews staff's knowledge of the signs of abuse at team meetings. The manager monitors individual children's progress and liaises with other settings that children attend. Parents speak positively of the nursery and staff. They say their children develop confidence and social skills.

### Quality of teaching, learning and assessment requires improvement

Planning for children's learning reflects some children's interests, but does not consistently build on what they already know and what they need to learn next. Activities are sometimes provided randomly, rather than with any considered intent. For example, staff set out play dough because children enjoy it. However, they have not thought how they can make good use of the activity to create purposeful learning experiences that enhance children's skills and knowledge. Nevertheless, children join in with some activities with enthusiasm. They inspect blocks of ice with interest and excitedly point out the toy dinosaurs frozen inside. Younger children burrow in sand and enjoy scooping it into large and small pots. Staff complete a written assessment on children's progress when they are two years of age. This is shared with parents and helps staff to identify any children who need extra help.

### Personal development, behaviour and welfare require improvement

Overall, children's behaviour is appropriate for their age. They enjoy each other's company and show an understanding of how to share their toys. However, some staff lack skills in applying consistent boundaries. They do not always take time to explain to children the expectations of good behaviour. In addition, because activities are not sufficiently challenging, children become distracted and lose focus. Children have good opportunities to learn about wildlife in the garden. They examine insects with magnifiers and build dens in the woods. Older children learn about their local community as, for example, they walk to the shop to buy fruit for snack.

### Outcomes for children require improvement

In spite of the weaknesses in teaching, children, including those receiving additional funding, make steady progress in their learning. They develop the key skills they need for school. Children develop confidence in personal care. They understand the basics of good hygiene routines. Older children show an interest in writing, and some know the letters of their names. Younger children develop physical confidence as they negotiate balance beams and play ball games. Children communicate well with adults and each other. They listen attentively to stories and enjoy songs and rhymes.

## Setting details

<b>Unique reference number</b>	EY261311
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10106111
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Koala-Kidz Ltd
<b>Registered person unique reference number</b>	RP907044
<b>Date of previous inspection</b>	27 November 2014
<b>Telephone number</b>	01954 260046

Koala-Kidz Ltd - Old Buttery is one of two nurseries owned by Koala Kidz Ltd. The nursery opens from 7.30am to 6pm each weekday, all year round, except for bank holidays. There are five members of childcare staff, four of whom have appropriate early years qualifications at level 3. The nursery provides funded early education places for two-, three- and four-year-old children.

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