

Kidz Corner Childcare Limited

319 Oldfield Road, Ordsall, Salford, Lancashire M5 3ND



Inspection date	27 June 2019
Previous inspection date	4 March 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
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

- Risk assessments are ineffective. Leaders have failed to identify potential hazards in the outdoor area that pose a risk to children's safety. They do not fully risk assess incidents to prevent them from recurring.
- Staff do not know the procedures to follow if an allegation is made against them or another member of staff. Their understanding of the 'Prevent' duty guidance is also weak. They do not know how to protect children from the potential risk of extremist views and behaviours. This weakness places children's welfare at risk.
- Children's safety is compromised. Staff are not always deployed effectively while children are playing outdoors to ensure they are adequately supervised.
- The arrangements for the supervision of staff are not effective in identifying the support they require to raise the quality of practice to a good level. Staff have a poor knowledge of supporting children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language.
- Teaching is inadequate. Staff do not interact or engage effectively with children during activities. This also has a negative impact on children's behaviour.
- The assessment of children's learning is inconsistent across the setting. Records are not precise or accurate. Children do not make the progress they should.
- Self-evaluation is not effective. Leaders have not addressed areas that require improvement. Therefore, leadership and management have significant weaknesses.
- Partnerships with parents are ineffective. Parents are not encouraged to promote their children's health and well-being, such as through the provision of healthy meals.

It has the following strengths

- Children's physical development is supported. They have access to a well-resourced outdoor learning environment.

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
carry out effective risk assessments and remove or minimise any hazards that pose a risk to children's safety	11/07/2019
ensure that all staff understand how to respond to any allegations made against themselves or another staff member, and develop staff's knowledge of the 'Prevent' duty guidance to protect children who may be at risk of extremist views and behaviours	11/07/2019
ensure that staff are deployed appropriately at all times while children are playing in the outdoor area	11/07/2019
improve the arrangements for supervision of staff, to promote the continual development of their knowledge and skills	11/07/2019
improve the quality of teaching so that all children make consistently good progress, including those children with SEND and those who speak English as an additional language	11/07/2019
ensure that systems to gather information from parents about what children already know and can do when they first start are consistently implemented, and that all staff have suitable understanding of how to use assessments to accurately record children's progress	11/07/2019
ensure staff manage children's behaviour effectively and provide children with clear guidance of what is expected from them	11/07/2019
establish effective partnerships with parents to ensure children are provided with nutritious lunches to promote their health and well being.	11/07/2019

Inspection activities

- The inspector held discussions with leaders and staff at appropriate times during the inspection.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of staff.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector
Adele Banton

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. Weaknesses in leadership and management have resulted in several breaches of the safeguarding and welfare requirements. For example, leaders have failed to ensure staff-to-child ratios are maintained at all times while children are playing outdoors. This places children at risk of harm as they are not being appropriately supervised. Leaders have not carried out effective risk assessments to fully assess incidents to prevent them from recurring. For example, they have not reviewed their practice when a child sustained an injury following an accident. In addition, staff failed to identify and remove potential hazards from the outdoor area. For example, a plastic bag was left unnoticed on the floor where children play. Staff's knowledge of safeguarding is weak. They do not know the procedures to follow if an allegation is made against themselves or another staff member. Staff do not demonstrate a good enough level of understanding of how to identify if a child is at risk of being exposed to extreme views. This compromises children's safety and welfare. The procedures for staff supervision are not rigorous enough. There are missed opportunities to target and improve weaknesses in practice. Leaders' use of self-evaluation is ineffective. They do not act swiftly to address areas that require significant improvement. For example, children with SEND and children who speak English as an additional language are not supported well enough. Leaders have suitable recruitment procedures in place and they understand their responsibility to check the suitability of all staff.

Quality of teaching, learning and assessment is inadequate

Teaching is consistently poor across the setting. Younger children are provided with the same activities all day. They quickly become disengaged in their learning and become upset. Staff fail to fully engage children while reading a story. Consequently, children quickly become distracted. Their behaviour deteriorates and puts others at risk. Children lack concentration and talk to each other while the story is being read. Staff are ineffective at managing children's behaviour. Children do not benefit from regular interactions and encouragement from staff. For example, staff merely supervise children and do not actively engage in children's play. The assessment of children's progress is not used well to ensure all staff know individual children's level of development. Some staff are unclear about how they use assessments to monitor children's progress. Staff do not consistently gather information from parents about what their children already know and can do when they first start. Recent staffing issues have meant that children have had many different key persons and this has had an impact on the staff's knowledge of children's development.

Personal development, behaviour and welfare are inadequate

Staff do not manage children's behaviour effectively. They ignore poor behaviour and do not give children clear explanations to help them understand what is expected from them. Children with SEND are not fully supported by staff. For example, during story time children are not encouraged to participate and are left to wander around the room. Staff do not work effectively with parents to promote healthy eating. Children's lunch boxes are not nutritious, which has an impact on children's health and well-being.

Despite this, staff do support children to understand the importance of brushing their teeth. Children's physical well-being is suitably supported as they enjoy playing in the well-resourced outdoor area.

Outcomes for children are inadequate

The weaknesses in teaching and initial assessments mean children do not make good enough progress. Some children, including children who speak English as an additional language and those with SEND, are not well prepared for the next stages in learning and the move to school.

Setting details

Unique reference number	EY493727
Local authority	Salford
Inspection number	10065716
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	1 - 4
Total number of places	44
Number of children on roll	55
Name of registered person	Kidz Corner Childcare Limited
Registered person unique reference number	RP902444
Date of previous inspection	4 March 2016
Telephone number	0161 877 1570

Kidz Corner Childcare Limited registered in 2015. The nursery employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday, term time only. Session times are from 8.30am until 11.30am and 12.30pm until 3.30pm. 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.

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