

Incredible Kids (Hilton) Limited

2 Witham Close, Derby DE65 5JR



Inspection date

Previous inspection date

10 July 2019

20 October 2015

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

- Staff working with pre-school children do not recognise when children would benefit from their interaction and support. They do not provide activities that sufficiently challenge and stimulate children to keep motivated and interested. Pre-school children do not make as much progress as they are capable of.
- The manager does not review staff's practice or their teaching skills rigorously enough. She does not implement a fully effective programme of professional development. Not enough support is currently given to help improve staff's teaching skills, particularly those working with the pre-school children.
- At times, parts of the daily routine interrupt children's play and exploration. Children are not able to complete activities to their satisfaction.

It has the following strengths

- Staff are caring and develop positive and respectful relationships with children. They create a welcoming environment for children, who are happy and settled.
- Staff provide babies and toddlers with good opportunities for learning. They benefit from playing with a wide range of stimulating toys and resources.
- Staff form effective partnerships with parents and other professionals to help continuity of children's learning and care. For instance, staff communicate with parents regularly and share information about their children's development.

What the setting needs to do to improve further

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

	Due date
ensure that staff interact effectively with children and understand how to provide a good level of support and challenge to meet each child's learning needs	27/09/2019
review staff's practice thoroughly and implement a fully effective programme of professional development to help improve staff's teaching skills, particularly for those working with the pre-school children.	27/09/2019

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

- review the daily routine to further enable children to complete their own chosen tasks and play ideas to their satisfaction.

Inspection activities

- The inspector had a tour of the nursery to see the rooms the children played in and to check the safety and security arrangements. She spoke to the staff and children during the inspection. She held discussions with the manager and deputy manager at convenient times throughout the inspection.
- The inspector observed the staff's interactions with children and discussed children's development with their key person and manager. She observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint evaluation of an activity with the manager and discussed the impact of teaching and learning.
- The inspector took into account the views of parents spoken to on the day of the inspection. She also looked at written statements made by parents.
- The inspector looked at a sample of documentation, including staff's suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to monitoring children's progress and staff performance.

Inspector

Jan Hughes

Inspection findings

Effectiveness of leadership and management requires improvement

The manager does not recognise inconsistencies in staff's skills and teaching practice. Although staff attend some training, this has not been successful in raising the quality of teaching overall. Safeguarding is effective. The manager follows robust recruitment procedures to ensure staff are suitable to work with children. All staff have clear knowledge of how to protect children from harm and understand the procedures to follow if they have any concerns about a child's welfare. Staff supervise children closely to ensure they are safe.

Quality of teaching, learning and assessment requires improvement

Although most staff hold childcare qualifications, they do not all support children's learning effectively. This is illustrated when pre-school children take part in creative activities. Staff do not always encourage children to become deeply engaged in what they are doing. They watch the children, but do not make suggestions to help increase their enjoyment and achievement. In contrast, staff teach the young children effectively. They are enthusiastic and interact in a positive manner. Staff support younger children's language skills well. This is evident when toddlers enjoy singing and repeat phrases to songs. Babies babble and repeat words staff say to increase their speaking skills. Staff observe the children and check what they can do. This enables staff to identify children's next steps in learning.

Personal development, behaviour and welfare require improvement

Inconsistencies in the quality of teaching mean that some children are not motivated, supported or inspired to learn as much as they can. At times, staff interrupt children's learning, for example for snack or group times. Although older children are not fully supported to develop their independence, they are confident and know routines well. Staff follow children's interests and are attentive to their needs. They promote healthy lifestyles. For example, children follow appropriate hygiene routines, enjoy healthy meals and have opportunities to be active. Staff have good relationships with the children and act as good role models on how to behave. Children have a good understanding of self-care and behave well.

Outcomes for children require improvement

Outcomes for children in the pre-school room are not good enough. Staff do not help them reach their full potential. However, pre-school children are gaining some skills to support their future learning. They concentrate and are developing positive attitudes to their learning. Young children make good progress. They explore and investigate the opportunities that are on offer. Their small-muscular skills are developing well. For example, babies squeeze and roll out play dough to help strengthen their hands and wrists. This will help them later when developing their writing skills.

Setting details

Unique reference number	EY477955
Local authority	Derbyshire
Inspection number	10106603
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	91
Number of children on roll	144
Name of registered person	Incredible Kids (Hilton) Limited
Registered person unique reference number	RP902261
Date of previous inspection	20 October 2015
Telephone number	01283730730

Incredible Kids (Hilton) Limited registered in 2014 and is based in Derby. The nursery is open all year round from 7.30am to 6pm, Monday to Friday, except for a week between Christmas and New Year and on bank holidays. It is in receipt of funding for free early education for two-, three- and four-year-old children. The nursery employs 18 members of staff, 14 of whom hold appropriate early years qualifications at levels 2 or 3. The manager holds a level 5 early years qualification.

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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