

<b>Inspection date</b>	8 August 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 variable. Staff do not consistently provide children with appropriate levels of challenge. This reduces opportunities for children to make good progress in their learning overall.
- Children's behaviour is not always managed appropriately. Some staff do not consistently implement the nursery behaviour management policy.
- Staff do not recognise when activities can be adapted to present even more challenge for the most able children. For example, staff do not consistently use children's individual needs, interests and particular stage of development to plan challenging and stimulating activities and experiences.

### It has the following strengths

- Staff encourage children's physical development. They provide regular opportunities for children to enjoy fresh air and exercise. For example, they enjoy regular outside experiences, including exploring nature in the wider environment.
- Partnerships with parents are strong. Staff provide a warm welcome to parents and extended families and regularly encourage them to extend their children's learning at home. Parents comment positively on how the management team responds to their feedback, implementing changes where required.
- Regular supervision and appraisal meetings help staff to identify their own strengths and areas for improvement.
- Staff regularly review and assess risk assessments, including accident records. This helps to promote children's safety.

## 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
use information about what children know and can do to plan challenging activities and experiences that help them to make good progress	19/09/2019
ensure that all staff manage children's behaviour appropriately and consistently	19/09/2019
adapt teaching to provide appropriate challenge for the most able children.	19/09/2019

### Inspection activities

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

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of leadership and management requires improvement

Weaknesses in teaching mean that not all children make good enough progress in their learning. Leaders and managers do not ensure that all staff interact with children in ways that are appropriate for the children's ages and stages of development. The arrangements for safeguarding are effective. Staff keep up to date with child protection training and know the procedure to follow if they have concerns about the children in their care. Recruitment procedures are appropriate. Leaders and managers ensure that ongoing suitability discussions are regularly held and appropriate induction procedures are followed. This means staff are aware of their roles and responsibilities. Leaders and managers use the views of staff, children and parents to make continuous improvements. Staff work closely with other settings and professionals. They work particularly well in supporting children with special educational needs and/or disabilities as children prepare to move on to their next stage of learning, such as school. This has a positive impact on children and families and helps children to make a smooth transition.

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

Staff complete observations and identify children's next steps in learning but their teaching is variable. Ongoing observations and assessments are not used effectively. Staff do not always use the information they gain from observations to plan challenging experiences. This means that children do not engage in activities that extend their learning. For example, young children explore different textures, such as flour, pasta and wooden materials. Staff support children's play, but they do not use the opportunity to extend their learning. Older children take part in group activities such as circle time. Together with staff they talk about the days of the week, the date and the month, but the discussion is not adapted to meet the differing abilities of children in this age group. Outside, children build with wooden blocks. Staff ask about what they build but tell them what is wrong when the tower keeps falling, rather than encouraging them to identify the problem for themselves. Children develop imaginative skills as they enjoy role play. Their speech and language skills are supported through regular storytelling.

### Personal development, behaviour and welfare require improvement

Staff do not manage children's inappropriate behaviour very well and their interactions with children are not consistent across the nursery. This does not help all children to learn right from wrong in a positive way. Despite this, children develop appropriate bonds and attachments with staff and they demonstrate that they are settled. Children follow suitable hygiene routines. Staff talk to them about the importance of handwashing and drinking water to stay hydrated. This helps children to develop a suitable understanding of healthy lifestyles. Children take part in growing and harvesting fresh produce. This helps them to learn about food that is good for them.

### Outcomes for children require improvement

Children are not yet making good enough progress towards the early learning goals. Nevertheless, they gain some of the basic skills they need in readiness for school or the next stage of their learning. Children are independent. They make choices about their play, self-selecting resources that interest them.

## Setting details

<b>Unique reference number</b>	EY543838
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10093954
<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>	0 - 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Kattz Kidz Limited
<b>Registered person unique reference number</b>	RP543837
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01462680380

Kattz Kidz registered in 2017. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 and above, including one with qualified teacher status. The nursery opens Monday to Friday from 7.30am until 6.30pm for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

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