

Kangaroo Pouch Day Nursery

Rosehill Gardens, Willenhall WV13 2LX



Inspection date	6 August 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	

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

- Managers have an insufficient understanding of their roles and responsibilities to meet the requirements of the early years foundation stage. The poor organisation of some activities does not allow children to hear staff and join in activities.
- Staff do not always ensure that children's dietary requirements are adhered to. This results in children being given food that their parents do not wish them to eat.
- Staff do not complete the required progress check for children aged between two and three years. Consequently, they cannot tailor their planning and teaching to children's individual needs.
- Staff make limited observations of children's development and any observations they do make are not accurate. Staff do not identify any gaps in children's learning or plan activities that help children to reach their full potential.
- Parents are not always provided with information regarding the outcome of any complaints they make. A written record of any complaints received and their outcomes is not retained.
- Staff do not ensure that parents receive useful information regarding their children's learning and are not consistently made aware of their child's key person.

It has the following strengths

- The premises are spacious and children play in a safe environment. Staff are deployed to ensure that children are supervised at all times.
- Children engage in outdoor play experiences to develop their physical skills.

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
ensure that the management team has a clear understanding of its roles and responsibilities to meet the requirements of the early years foundation stage	09/09/2019
make effective use of observations and assessments to identify any gaps, and plan for children's next steps in their learning	09/09/2019
ensure that staff act on information from parents about their child's dietary needs	09/09/2019
complete the required progress check for all children aged between two and three years and provide parents or carers with a written summary of their child's progress	09/09/2019
ensure that there is an effective procedure for dealing with concerns and complaints and investigate any written complaints within 28 days, and keep a written record of any complaints received and their outcome	09/09/2019
ensure that staff work in partnership with parents to provide an effective two-way flow of information about their child's development and welfare	09/09/2019
make sure that staff have appropriate training, skills and knowledge to ensure that they offer quality learning and development experiences for children	09/09/2019
make sure a key person is assigned to each child so care is tailored to meet their individual care and learning needs.	09/09/2019

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

- strengthen the organisation of group activities, to help all children concentrate and be able to hear what is happening.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the assistant manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.
- The inspector held discussions with the provider, the management team, children and staff at appropriate times during the inspection.

Inspector

Susan Rogers

Inspection findings

Effectiveness of leadership and management is inadequate

The provider does not keep a written record of all complaints made by parents and not all parents are advised of how to follow the complaints procedure. The reviewing of children's progress is not sufficiently embedded to identify emerging gaps in children's learning. Managers, and the wider organisation, do not have effective procedures in place to support senior staff to improve their performance. This means that, despite support, staff skills and understanding do not improve which has a detrimental impact on children's learning outcomes. There have been several changes to the staff team and not all parents are aware of their child's key person. There are inconsistencies in sharing information with parents, such as keeping parents informed about their child's progress. The provider does not use robust self-evaluation procedures to focus on the most important areas of weakness. The arrangements for safeguarding are effective. Staff have an understanding of the setting's safeguarding procedure and are aware of how to report concerns regarding the welfare of a child. Training opportunities are provided for staff. However, the arrangements for coaching, and support for staff to ensure they offer good-quality learning and development experiences for children, are not embedded or effective.

Quality of teaching, learning and assessment is inadequate

Staff do not use their skills and knowledge of child development to observe and assess children's progress effectively. This means that staff are not aware of children's learning needs and do not plan activities that build successfully on what children know and need to learn next. As a result, they are unable to create simulating and challenging activities that support children's next steps in learning. Children listen to a story about a bear hunt and join in with actions. However, children become distracted by the high noise levels in the room where they are learning. Children are not able to hear what staff are saying and, therefore, they are unable to join in effectively. Staff do not complete a written summary of each child's progress at age two, which is required to be shared with parents. This means that additional support required for children who are not making typical progress is not promptly identified. Frequent changes to the staff group mean that staff do not understand children's learning needs and are not planning effectively for their further development.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's welfare is not always assured. Parents' wishes in respect of their child's care needs are not diligently followed by staff. For example, one on occasion a child was given beef to eat at a meal despite parents telling staff that their child was not allowed to eat this. Some parents are unsure of the identity of their child's key person and are concerned that there have been several recent staff changes. This affects children's abilities to form trusting relationships with individual staff. Children have opportunities to play outdoors and enjoy physical exercise. They climb up the ladder of a slide and learn how to make big steps in between tyres. They explore aspects of the wider world. For example, children look closely as a member of staff holds up a worm for them to look at. Babies and younger children sleep in safety as staff monitor them at all times. Staff undertake the necessary paediatric first-aid

training to enable them to respond to accidents that occur.

Outcomes for children are inadequate

Weaknesses in children's assessments have a significant impact on the progress they make. Children are not supported well enough to develop the skills they need for the future, including their move to school. Nevertheless, children enjoy their activities and are willing to join in. Children use available tools and equipment to shape dough and develop their physical skills. They explore the outdoors and initiate their own play. They are considerate of each other and are learning to follow instructions during activities.

Setting details

Unique reference number	EY549338
Local authority	Walsall
Inspection number	10118699
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	1 - 4
Total number of places	60
Number of children on roll	59
Name of registered person	Kangaroo Pouch Limited
Registered person unique reference number	RP531190
Date of previous inspection	Not applicable
Telephone number	07976 584011

Kangaroo Pouch Day Nursery registered in 2017 and is one of eight settings owned by the same company. The nursery operates all year round, from 7.30am to 6pm on Monday to Friday, except for one week at Christmas. It offers funded early education for two-, three- and four-year-old children. All staff hold appropriate early years qualifications between level 2 and level 3.

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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