

Inspection of Evolution Kids Club and Nursery

Grove Park Cp School, Hilton Drive, SITTINGBOURNE, Kent ME10 1PT

Inspection date: 16 September 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Staff do not plan an exciting and stimulating curriculum that supports children's motivation and interest in their learning. As a result, children do not sustain their concentration in activities and do not engage in purposeful play. Children wander around with resources, such as magnifying glasses and spades. However, staff do not adjust their teaching to respond to children's emerging ideas and take their progress further. Staff do not build on what children know and what they need to do next. Consequently, children's behaviour is compromised because of a poor learning environment that does not meet their development needs and abilities. They struggle to manage their feelings and argue over toys. Not all children settle well and do not know who to approach for support, due to the weak key-person system. Older children show an interest in numbers on a hopscotch and others start to join in the game. Staff encourage children to count and jump, which helps build their mathematical and physical skills. However, staff do not keep children's attention to extend their knowledge. Children confidently talk about their move to school and how many days they have left at nursery.

What does the early years setting do well and what does it need to do better?

- The provider does not manage the provision effectively. She does not make sure that Ofsted is provided with the information needed to complete relevant checks and confirm suitability for registration. The provider does not supply the documentation required to make the necessary changes to the registration.
- The provider does not oversee her staff team well. She does not offer staff effective supervision and support to help develop their practice. Staff are not clear about their roles and responsibilities, including who is currently the manager and the special educational needs coordinator. Staff do not use good-quality interactions to help children to achieve their full potential.
- The key-person system is not secure. Staff do not know which children they have been allocated to work with. This does not help them support children's emotional well-being and individual needs efficiently, and build effective relationships with parents.
- Partnerships with other settings children attend are not successful. Staff do not develop an effective two-way flow of information to help provide a consistent approach.
- The provider does not ensure that all documents are readily available for inspection, namely a written summary of children's progress between the ages of two and three years.
- Leaders do not have a secure understanding of their safeguarding responsibilities, which does not help to keep children safe from harm. Additionally, the provider has not addressed the previous actions raised to help develop the quality of their provision.

- Staff encourage children's understanding of similarities and differences around them. For example, parents comment that they have provided words in their home languages so that staff can use these in the setting.
- Staff do not successfully use the information from their observations and assessments to monitor children's progress and help plan for their abilities and interests. As a result, children do not benefit from a rich curriculum across all areas of learning. The environment is chaotic, and this has an impact on children's behaviour and development.
- Children build their sensory skills, for example as they explore sand and sawdust. Staff provide them with positive praise and encouragement to help build their self-esteem. They engage them in conversations, but do not give children time to express their thoughts and ideas.

Safeguarding

The arrangements for safeguarding are not effective.

Staff know the signs that would cause them concern about a child's welfare and the process to follow. This includes the wider safeguarding legislation such as the 'Prevent' duty guidance. However, leaders do not understand what to do if they had to dismiss a member of staff because they had put a child at risk or harmed a child. Leaders do not implement their vetting and recruitment policy effectively. For instance, they do not check the status of the Disclosure and Barring Service Update Service for staff.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
make sure that the information requested is provided to Ofsted without delay, including evidence of a change of name	27/09/2019
ensure staff receive effective supervision and support to enable them to understand their roles and responsibilities, and help improve the quality of their teaching	11/10/2019

implement a secure key-person system to aid children's individual needs and well-being, and build successful partnerships with parents	11/10/2019
make sure leaders gain a secure understanding of safeguarding, namely the procedures to follow if staff have caused harm to a child, and implementing the policy for checks on new staff effectively	11/10/2019
ensure all records are easily accessible and available for inspection, specifically children's two-year checks	11/10/2019
develop partnership working with other settings children attend to aid continuity of learning and care.	11/10/2019

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

	Due date
improve the use of assessments to help monitor children's progress and plan a challenging and thought-provoking curriculum that supports their engagement and helps build the skills they need for their future success effectively.	01/11/2019

Setting details

Unique reference number	EY395966
Local authority	Kent
Inspection number	10124044
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	2 to 4
Total number of places	36
Number of children on roll	44
Name of registered person	Evolution Kids Club & Nursery Limited
Registered person unique reference number	RP529487
Telephone number	01795 431323
Date of previous inspection	5 March 2018

Information about this early years setting

Evolution Kids Club and Nursery registered in 2009. It is located in the grounds of Grove Park Primary School in Sittingbourne, Kent. The setting is open Monday to Friday from 7.30am until 6pm all year round, and offers provision before and after school and during holidays. The provider receives funding to provide free early education for children aged two and three years. The setting employs five members of staff, four of whom hold a relevant early years qualification at level 3 or above, including one member of staff who holds a qualification at level 5.

Information about this inspection

Inspector

Sarah Stephens

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- A joint observation was conducted with the deputy manager and the inspector.
- The inspector held discussions with leaders and staff at appropriate times throughout the inspection.
- A meeting was held between the inspector and the manager.
- The inspector completed a learning walk with the deputy manager.
- This inspection was carried out following the risk assessment process.

We carried out this inspection 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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