

Inspection of Kiddi-Creche Private Day Nursery (The School House)

51 Cottingley New Road, Cottingley, Bingley, West Yorkshire BD16 1TZ

Inspection date:

30 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a warm and welcoming environment for children. They complete daily checks of the premises with children to help teach them how to recognise hazards and keep themselves safe. Staff working with babies and infants create a calm and nurturing atmosphere. They understand how to support their individual learning needs and interact well with them during play. Staff build strong relationships with their key children and have a kind and sensitive approach. This helps children to settle in quickly. Staff have a good understanding of the early years foundation stage and use this to help assess and plan children's learning. They share key information with parents and include them in making decisions about their child's next step learning targets. This helps to ensure a consistent approach towards their child's learning. Staff use this information to methodically plan and enhance the play equipment and provision according to children's interests and learning needs. However, the quality of teaching is variable for children aged over two years. Staff do not remain vigilant and sometimes fail to recognise and respond consistently to children's unkind behaviour. As a result, their behaviour becomes disorderly and chaotic when staff read stories and during outdoor play. This has an impact on children's learning and emotional well-being. Arrangements for the supervision and coaching of staff are not yet strong enough to ensure that all staff gain the knowledge and skills that they need.

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

- Staff working with babies and infants build on their literacy and communication skills well. They enjoy looking at pictures with staff, naming various items and turning pages in books. However, staff working with children aged over two years do not consistently engage them while reading stories. For example, after lunchtime, children are not ready to sit down and listen. Staff do not respond to this and continue to read a story. As a result, children's behaviour becomes increasingly disorderly and chaotic. This disrupts the learning of those children who are sitting nicely and trying to listen.
- Staff do not remain vigilant to older children during free-flow outdoor play. For example, some children purposefully and repeatedly knock their friends' toys over. They push younger children and tell them that they are not allowed to join in. Staff do not always take prompt enough action to manage and reinforce the expectations of children's behaviour. As a result, children do not learn the impact that their behaviour has on other children's emotional well-being.
- Although members of the leadership and management team have embedded practice observations, these have not helped them to recognise and address key weaknesses in staff practice. This includes a lack of guidance to help staff working with children aged over two years to understand their roles and responsibilities. As a result, staff do not deploy themselves effectively.

- Staff promote children's good health and independence while completing self-care tasks. They encourage and support children to attend to their own personal care from an early age. Children help to grow their own fruits in the garden and learn where food comes from. This helps them to understand how to make healthy choices.
- The key-person system works effectively to engage parents in their child's learning. They gather key information from parents and use this to plan familiar routines and activities according to their child's interests. This helps to ensure children make good rates of progress from their starting points.
- Staff support children to develop good mathematical skills. For example, they count to infants as they scoop sand into buckets. Older children confidently recognise some numerals and count groups of items in picture books.
- Overall, children thoroughly enjoy the fresh air and time they spend outdoors. Older children are learning about the natural world around them. They use their good imaginations and creative skills to make binoculars. They use these to find birds and nests in trees. Staff allow children the time they need to problem solve and have their own ideas. Babies and infants develop good physical skills and coordination. They thoroughly enjoy rolling reels down slopes and delight as they chase after them. Staff interact well with children during this activity, which helps to keep them motivated and interested in their play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the safeguarding and child protection policies. They are aware of the signs of abuse and understand how to respond to concerns about a child's welfare. Staff receive regular training to help keep their knowledge up to date. Members of the leadership and management team review their policies and procedures to ensure that they are kept in line with the Local Safeguarding Children Board. Robust recruitment procedures are in place to help ensure that all adults working with children are suitable.

What does the setting need to do to improve?

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

	Due date
improve coaching, training and support for staff to help provide consistency in teaching and so they develop a clear understanding of their roles and responsibilities to manage and promote children's behaviour	21/10/2019

ensure staff are deployed and communicate more effectively, so that all children are supervised and monitored more closely during their play	21/10/2019
plan the transitions between daily routines more effectively to ensure that children are engaged and focused in purposeful play.	21/10/2019

Setting details

Unique reference number	302044
Local authority	Bradford
Inspection number	10117580
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	37
Number of children on roll	69
Name of registered person	Kiddi-Creche Private Day Nurseries Ltd
Registered person unique reference number	RP521616
Telephone number	01274/510988
Date of previous inspection	8 April 2014

Information about this early years setting

Kiddi-Creche Private Day Nursery (The School House) registered in 1993. The nursery employs 20 members of staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6. This includes one member of staff who holds early years teacher status. The nursery opens Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery offers free funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- The inspector and provider completed a 'learning walk' across all areas of the nursery. They discussed how the provision and early years curriculum are planned.
- Meetings were held with the leadership and management team at convenient times throughout the inspection. The inspector reviewed relevant documentation and evidence of the suitability checks for adults working at the setting.
- The inspector completed observations of children during play and assessed the impact this has on their learning.
- The inspector jointly evaluated three activities with the leadership and management team.
- The inspector reviewed parents' written feedback and testimonials. She held discussions with parents, children and staff at convenient times during the inspection and carefully considered their views.

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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