

# Inspection of Kettering Childcare

Ground Floor, The Time Complex, School Lane, KETTERING, Northamptonshire  
NN16 0DH

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Inspection date:

14 November 2019

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## **Overall effectiveness**

## **Requires improvement**

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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

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children enjoy exploring and choosing where to play in different areas of the nursery. They thoroughly enjoy climbing and developing their physical skills on large play equipment in the 'physical play' room. This helps children to develop a positive attitude towards their learning. However, some staff do not have high expectations for all children. They do not always engage well with children or extend their knowledge and skills. Consequently, some children, including those with special educational needs and/or disabilities (SEND), do not make consistently good progress in their learning and development.

Children are developing their independence well. When thirsty, children confidently help themselves to a drink from the water dispenser situated in the 'lounge' playroom. Children behave well and show they know the routines. They calmly line up and select from healthy and nutritious food items at mealtimes. Children learn it is not safe to run indoors. They respond well to reminders from staff to use their 'walking feet'.

Children show they feel safe and secure. They play happily together or alongside others. Some children confidently talk to visitors to the setting. They proudly discuss their new wellington boots and demonstrate how they can spin on the spot. However, children are not provided with opportunities to use the languages they speak at home as they play and learn.

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

- Managers and staff are working together to manage the recent changes made to the nursery. Many of the staff are newly recruited. They show a drive and determination to improve and develop the quality of the education provided for children. However, leaders and managers do not make sure that the quality of teaching is consistently good. Some staff do not know the intentions for all children's learning. For example, some staff give children a running commentary about what they are doing. However, they do not follow the plans to help or encourage children to copy those words and to build upon their vocabulary.
- Some staff interact in children's play with enthusiasm. They ask lots of questions and help children to think and to resolve problems. For example, children consider how to cooperate with each other and how to play with a see-saw safely. However, staff do not engage all children in their play. As a result, some children play alone and flit from one activity to another. They lack the motivation to learn and to achieve.
- Parents speak positively about how quickly children settle into the nursery. They describe staff as caring and compassionate. Parents explain the good support they receive from staff with regards to children's personal care needs, such as

toilet training.

- Staff talk to parents about children's lifestyles. They use this information and the curriculum to enhance the experiences provided for children. For example, staff know that some children are not able to play in a garden at home. They make sure children have the opportunity to be physically active and to play outdoors every day, in all weathers. However, other staff do not consistently talk to parents about their children's progress or what children need to learn next. This does not help parents to continue their children's learning at home.
- Staff provide children with planned, routine activities every day. For example, children enjoy circle-time before going home. Children use different materials to follow the actions of a nursery rhyme. They use their imagination as they pretend to hang washing on a line. Children know the songs well. They join in with singing and anticipate the next event in the song.
- Staff promote children's literacy. They help children to paint on windows using a brush and their fingers. Staff sit with children to read a book. Children sit and concentrate while listening to the story.
- Managers use additional funding to provide children with the opportunity to enjoy a meal and to develop their independence and confidence. They also use funding to provide children with SEND with one-to-one support when needed.
- Leaders and managers do monitor and evaluate some aspects of the provision. They have improved children's lunchtime experience and how staff manage children's behaviour. The manager works alongside staff to model her good practice. Staff continue to use what they have learned to help children understand their expectations and to behave well.

## Safeguarding

The arrangements for safeguarding are effective.

All staff understand the signs that indicate a child may be at risk from harm. They complete training in safeguarding and know the actions they must take to keep children safe. Effective procedures are in place to manage accidents and incidents. Security within the nursery is good. Staff assess the risks in all areas of the nursery and garden before children arrive. They supervise children well and maintain required adult-to-child ratios. Children are safe as they play. Leaders and managers follow robust recruitment processes. They carry out in-depth checks to make sure staff are suitable to care for children.

## 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:**

	<b>Due date</b>
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make sure all staff working with children know and implement the plans for children's learning, in order to help all children make consistently good progress	09/12/2019
provide and use opportunities to help children who speak languages at home in addition to English to use and to develop those languages in their play and learning	09/12/2019
improve staff performance and focus on helping staff to engage well with all children in their play and to extend children's learning to help secure good progress.	09/12/2019

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

- develop the two-way communications with parents further to help all parents to know what progress their children are making and to support their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY537792
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10120936
<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>	1 to 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	SJS Childcare Limited
<b>Registered person unique reference number</b>	RP535080
<b>Telephone number</b>	07870640866
<b>Date of previous inspection</b>	4 December 2017

## Information about this early years setting

Kettering Childcare registered in 2016. The nursery employs 11 members of childcare staff. Of these, eight hold an early years qualification at level 3 and one has a level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dianne Adams

### Inspection activities

- The inspector completed a learning walk with the nursery manager.
- The inspector looked at a sample of the nursery's documentation. This included evidence about staff recruitment, suitability, training and the checking of some of the nursery's policies and procedures.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to staff, parents and children at appropriate times throughout the inspection.
- The inspector held meetings with the nursery managers and the area manager.

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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