

Inspection of Krazy Dayz Nursery Ltd Walsoken

39 Kirkgate Street, Wisbech PE13 3QS

Inspection date:

3 February 2020

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children's experiences and the quality of teaching vary across the nursery. Children do not always benefit from meaningful interaction with staff to help build their vocabulary and extend their learning. They do not always engage in purposeful play, often resulting in disruptive behaviour or children playing alone. At times, children throw toys, climb on furniture and become very loud and boisterous. Older children sometimes struggle to take turns and share. Children are not always supervised adequately by staff to support their preference for more physical activities.

Nevertheless, children enjoy nursery and show that they feel safe and secure. Children build close bonds with staff. Babies are confident to explore their surroundings and have plenty of space to practise crawling, standing and walking. Children freely choose from a wide range of toys and natural resources. They enjoy outings into the local community with staff.

Children are polite and use courteous language. They receive praise and encouragement as they play. This helps them to build good levels of self-esteem. Children gain good levels of independence. They put on coats and shoes to play outside and attend to their personal hygiene needs.

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

- The quality of teaching is variable. Staff have made changes to how they plan and arrange experiences to promote children's learning and development. However, they do not consistently engage children in purposeful play. At times, some children wander up and down aimlessly or play alone on ride-on cars and scooters for prolonged periods. Children do not benefit from meaningful interaction with staff to extend their learning. This means children have fewer opportunities to build a wide vocabulary and gain good skills to help them to be ready for the move to school.
- Staff do not help children to manage their behaviour well. The lack of purposeful activity results in children becoming boisterous, running and shouting inside and out, which is not always challenged by staff. This creates a chaotic environment that does not support children's learning. Older children do not consistently receive effective support to help them develop good levels of self-control. They sometimes struggle to share and take turns.
- Although the ratio requirements of adults to children are met, staff are not deployed well enough to supervise children adequately. At times, children climb and jump off high equipment unsupervised. Children use planks of wood and milk crates to create obstacle courses that they negotiate unsupervised. Staff provide children with reassurance when they are injured but they are unaware

of how the injury was incurred.

- Since the last inspection, leaders have sought guidance and support from the local authority. Staff complete daily checks to ensure the environment is safe for children. The manager has improved recruitment processes to help to assure the suitability of adults working with children. Staff have received training that helps them to develop children's independence and thinking skills. Leaders take appropriate measures to support staff well-being and ensure they have a good home and work-life balance.
- Staff build good relationships with parents. They regularly share information about their children's day and the progress they make in learning. Parents are positive about the nursery and the staff. They state that they feel well informed and that their children are safe and well cared for.
- Staff working with babies provide a nurturing environment. They respond to babies' body language and utterances, providing good opportunities to develop their communication and language development. Staff are attentive and responsive to babies' needs and encourage them to do things themselves. For example, babies use spoons and begin to self-feed.
- Children enjoy a nutritious and varied menu. The nursery cook prepares food from scratch each day using fresh ingredients. Children enjoy chopping cucumber as they help her to prepare snack. They learn about the benefits of choosing healthy foods to help them grow.
- Staff build on children's interest in books and favourite stories. For example, they encourage children to make porridge to taste as they read 'Goldilocks and the three bears'. Children compare the temperature of the porridge and decide which they like best.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good knowledge of her responsibilities as safeguarding leader. All staff receive regular training and updates about child protection. Staff knowledgeably discuss possible signs of abuse and how to record and report any concerns they may have about a child's welfare. They have a good understanding of wider safeguarding issues, such as the risk to children of being exposed to extremist views or behaviours. Recruitment processes are robust to help assure the suitability of adults working with 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:

	Due date
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improve the quality of teaching so that staff provide all children with consistently challenging and enjoyable experiences that successfully engage and motivate children and help them make the best possible progress	04/05/2020
ensure children's behaviour is managed consistently and successfully	07/04/2020
improve staffing arrangements to ensure the needs and safety of all children are consistently met.	03/03/2020

Setting details

Unique reference number	EY479673
Local authority	Cambridgeshire
Inspection number	10112403
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	0 to 11
Total number of places	68
Number of children on roll	75
Name of registered person	Krazy Dayz Nursery Limited
Registered person unique reference number	RP533826
Telephone number	01945 738083
Date of previous inspection	31 May 2019

Information about this early years setting

Krazy Dayz Nursery Ltd Walsoken registered in 2014. The nursery employs 13 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 3. The owner holds appropriate early years qualifications at level 4. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also provides childcare for children aged up to 12 years before and after school and during school holidays.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The inspector had a tour of the premises with the manager and discussed how the curriculum is organised.
- The inspector spoke with staff and children at appropriate times during the inspection.
- A joint observation was completed with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of the staff working in the nursery.
- A number of parents spoke to the inspector and their views were taken into account.

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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