

Inspection of Carols Kidz Care

20 School Road, BEDLINGTON, Northumberland NE22 7JQ

Inspection date: 22 October 2021

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time in this safe, welcoming and friendly setting. All staff are consistently kind and respectful towards children. However, occasionally, staff do not know what children's individual next steps are. This means that activities are not always matched to what children need to learn next. That said, some staff's interactions with children are good and activities are interesting. For instance, babies investigate pumpkins, and older children mix ingredients to make dough.

Due to the COVID-19 pandemic, parents do not enter the setting. Despite this, most children arrive at the setting and leave their parents easily. Those children who need a little support to leave their parents are reassured by staff and quickly settle. Children develop secure emotional attachments with staff. Children behave well and are polite. Staff act as positive role models. They provide guidance and effective strategies to promote children's positive behaviour and well-being.

Older children have good imaginations. They pretend they are at a birthday party, and share cake and tea with staff. Children are very keen to invite staff into their play. Older children enjoy sharing stories and younger children show delight in singing traditional nursery rhymes.

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

- The manager has clear intentions for children's learning. However, due to a high number of new staff this has not yet been fully embedded. This is evident in some staff's practice. Staff plan activities to enhance some children's learning, but do not consistently focus on what all children need to learn next. For example, young children are encouraged to write specific patterns and their initials in coloured rice. This is too difficult for some of the children, and they quickly lose interest and leave the activity.
- The manager is aware that the quality of education is not good enough. She has taken some steps to remedy the weakness. For example, the manager has provided staff with supervision sessions and inductions. However, she has not yet focused staff's professional development with particular regard to raising the quality of teaching practice.
- Overall, children's communication is well supported. Children listen attentively to stories and they excitedly join in with the welcome song. Staff ask questions that encourage children to think and develop their ideas. However, there are times when staff speak too rapidly and in quick succession, which does not give children time to think about what has been asked and allow them to respond.
- Staff offer children a range of healthy snacks, such as fruit, vegetable sticks and toast. Children come together as a group for meals and snacks and show good social skills as they sit together to eat. However, staff do not ensure that

children are developing their independence skills. For example, occasionally, staff feed toddlers rather than allowing them to try to feed themselves. Furthermore, staff also wipe children's noses and put on their coats, without allowing them to try themselves.

- Staff, sometimes, focus too much on routines, tasks and transitions, such as preparing for mealtimes, or transitioning between rooms. They do not deploy themselves effectively to support children during these times. This results in some children becoming restless and not challenged in their learning.
- Parents are positive about the setting. They feel well informed about their children's development. Regular parents' evenings are held. Parents enjoy looking at photos and comments about their children on the online system. This allows them to support their children's learning at home.
- Children develop the small muscles in their hands as they roll and squeeze dough. They enjoy threading string through paper plates and using a variety of tools to paint. Furthermore, children run, jump and climb in the outdoor area. This helps to develop children's physical skills.
- Staff have high expectations for children's behaviour and conduct. Children are learning to manage their feelings and behaviour. Staff give support and gentle reminders to children who struggle in this area. This helps children to develop a sense of right and wrong.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to identify different possible signs and symptoms of abuse and how to follow procedures to report concerns. The manager ensures that safe recruitment procedures are in place, so that all staff are suitable to work with children. Staff have good knowledge of safeguarding issues, including the 'Prevent' duty and county lines. They know what to do in the event of an allegation being made against a colleague. Staff use regular risk assessments to ensure that the premises are secure at all times and any potential hazards to children's safety are identified and minimised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the curriculum so that all children experience interesting, challenging and enjoyable experiences that are precisely matched to each child's age and stage of development.	12/11/2021

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

- increase the focus on staff's professional development to help to raise the quality of teaching
- support staff to develop their questioning skills to ensure that they give children time and opportunity to think and respond
- provide children with opportunities to help them to develop their independence skills
- plan routines more effectively to reduce children's waiting times and to increase their learning opportunities.

Setting details

Unique reference number	EY446221
Local authority	Northumberland
Inspection number	10198476
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 at time of inspection	0 to 4
Total number of places	23
Number of children on roll	29
Name of registered person	Olsen, Carol
Registered person unique reference number	RP905046
Telephone number	01670826330
Date of previous inspection	5 July 2017

Information about this early years setting

Carols Kidz Care registered in 2012 and is located in Bedlington, Northumberland. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. It 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.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector discussed the setting's self-evaluation and checked evidence of staff's suitability.
- Children and staff were spoken to throughout the inspection.
- The inspector conducted a learning walk with the nursery manager and the intent of the curriculum was discussed.
- Parents' views were obtained.
- The inspector evaluated an activity with the nursery 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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