

Inspection of Kinderland Nursery

194-196 Lytham Road, Blackpool, Lancashire FY1 6EU

Inspection date: 21 January 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not make sure the premises and equipment are safe and hygienic for children. The outdoor play area, which is also an evacuation route, is unsafe for children to use. Staff do not know how to effectively minimise risks to children, such as those caused by hot radiators and access to windows on the first floor. Staff do not know the process to evacuate children and themselves safely from the premises in an emergency. Some children are left to play out of sight of staff. Children do not have an identified staff member to help them become familiar with the setting, liaise with their parents or tailor their care to meet their individual needs.

Staff do not assess children's learning or plan effectively to build on what children know and can do. A recent reorganisation of their room has enabled children to help themselves to toys and books. They also enjoy some additional activities provided by staff, for example swirling brushes around a large floor tray of coloured water. However, children mainly occupy themselves. They are not effectively challenged, so little learning takes place. Nevertheless, the small number of children who attend have formed strong bonds with the staff, who are kind and caring towards them. Children enter confidently and happily interact with staff.

Children are not provided with opportunities to learn outdoors and benefit from fresh air. This has an impact on their physical health and well-being. Mealtimes are a pleasant social occasion, as children sit at the table and use cutlery well to eat lunch. They have direct access to bathrooms and show increasing independence, as they learn to use the toilet independently and wash their hands. Overall, staff encourage children to behave well, be polite and courteous to others. However, children do not make the progress they are capable of in readiness for future learning and starting school.

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

- Leadership and management of the nursery are weak. Leaders do not have a sufficient understanding of the Statutory framework for the early years foundation stage to oversee the setting or support the manager. Since registration, there has been a change of leadership and a few changes of manager. The most recent manager has only been in post for a week, despite this, she has made some immediate improvements. For example, she has reorganised rooms and resources to provide inviting areas for children to play.
- Managers do not observe staff regularly and give them feedback on their performance or identify where training is needed to help them improve.
- Leaders and managers have not identified a suitable curriculum for all children. Staff do not check what children know, understand and can do. They do not

decide what children need to learn next. Staff play alongside children. However, they do not provide sufficient challenge through the activities on offer. Children are not effectively engaged, so little learning takes place. Children do not make sufficient progress in their learning.

- Staff speak clearly and narrate as children play. This helps children to hear new words and increases their vocabulary. One staff member has completed training on how to assess children's early language skills. However, these assessments are not routinely carried out. This means children whose speech and language is delayed do not receive timely support to help them catch up.
- Staff do not complete the required progress check for children aged two years. Consequently, they do not know how well children are progressing or whether they need additional support. This puts all children, including those with special educational needs and/or disabilities, at a significant disadvantage.
- Some of the basic information required for each child is not available. Parents do not receive the information that they are entitled to. Communication with parents is limited to the exchange of basic information at the door, such as what children have eaten. Parents are not asked to provide information about what children know and can do at home when they start.
- Babies were not attending at the time of inspection. They were asked to stay at home, with no agreed date for their return, while repairs to the ceiling and roof were arranged. This lack of continuity in attendance raises concerns about their welfare and learning.
- The certificate of registration is not displayed at the setting which is a requirement. The nursery's record-keeping procedures are haphazard. Suitable ways to record evidence of each staff's information, including their address, qualifications and the identity checks, vetting processes and induction that have been completed, have recently been devised. However, these are not completed for all staff. This makes it difficult for the new manager to organise staffing effectively. A record of Disclosure and Barring Service checks for each staff member was available for inspection. However, the staff shifts had not been arranged to ensure there is always one staff member with a valid paediatric first-aid certificate present. Suitable systems to record children's details, accidents, medicine administrations and complaints are available but not fully implemented.
- Recently, the setting was informed that some personal information had been found outside the setting. The new manager appropriately informed the Information Commissioner's Office and following advice, completed a self-assessment for data breaches. However, this raises a concern about staff's awareness of their responsibilities under the Data Protection legislation.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is compromised. Staff do not identify all potential risks to children's safety and well-being. The kitchen is not hygienic. Items, including two metal bars and a dirty plastic box containing unwanted papers and other items, are stored on the kitchen floor. Opened packets of food are stored in a cupboard.

Electrical items are plugged into extension cables that drape from the worksurface to the table. On the other hand, while waiting for repairs, the baby room is not being used and staff do not allow children to access the outdoor play area, which is not safe or secure. The gate is not attached to the wall and hazards include discarded toys and equipment and a roof panel lying on the ground where it has fallen.

No evidence is available to show that the designated safeguarding officer has completed appropriate training for the role. However, staff have recently refreshed their safeguarding training. They know the signs that may indicate a child is at risk of harm and understand how to identify and report concerns. However, they have not kept records or monitored children's attendance to identify patterns in their absences. Although staff attempt to contact parents if children do not arrive on their expected day, they do not follow up any unauthorised absences.

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
complete a progress check when children are aged between two and three years and provide parents with a written summary of their children's development, including any areas where their progress is less than expected	18/02/2022
ensure that the designated lead for safeguarding children has attended an appropriate child protection training course	18/02/2022
keep clear records of staff qualifications and the identity checks and vetting processes that have been completed, including the Disclosure and Barring Service check number	18/02/2022

ensure that all staff receive induction training to help them understand their roles and responsibilities, including emergency evacuation procedures, safeguarding, child protection, and health and safety issues	18/02/2022
put appropriate arrangements in place for the supervision of staff which provide support, coaching and training for the staff and promotes the interests of children	18/02/2022
ensure that at least one person who has a current paediatric first-aid certificate is always on the premises and available when children are present, and accompany children on outings	18/02/2022
assign each child a key person to help ensure that their care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents	18/02/2022
ensure the kitchen is adequately equipped to provide healthy meals, snacks and drinks for children and include suitable facilities for the hygienic preparation of food for children, if necessary, including suitable sterilisation equipment for babies' food	18/02/2022
ensure that the premises and outdoor spaces are fit for purpose and suitable for the age of children cared for and the activities provided on the premises, and comply with requirements of health and safety legislation, including fire safety and hygiene requirements	18/02/2022
ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and have an emergency evacuation procedure	18/02/2022

provide children with access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned daily	18/02/2022
ensure staff and children are not exposed to risks and determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how risks are managed if asked by parents and/or carers or inspectors	18/02/2022
maintain records and obtain and share information with parents and carers, other professionals working with the child, the police, social services and Ofsted to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met	18/02/2022
keep confidential information and records about staff and children securely and only accessible and available to those who have a right or professional need to see them and be aware of your responsibilities under the Data Protection legislation	18/02/2022
ensure that all staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality	18/02/2022
ensure records for each child contain their full name, date of birth, name and address of every parent and/or carer who is known to the provider and information about any other person who has parental responsibility for the child, which parent(s) and/or carer(s) the child normally lives with and emergency contact details for parents and/or carers	18/02/2022

make information available to parents about the early years foundation stage, the activities and experiences provided, the daily routines, how they can share learning at home, support for children with special educational needs and/or disabilities, food and drinks provided, details of policies and procedures, staffing, the name of their child's key person and a telephone number to contact in an emergency	18/02/2022
keep the name, home address and telephone number of any person employed on the premises and anyone else who will regularly be in unsupervised contact with the children, a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person, and ensure the certificate of registration is displayed at the setting	18/02/2022
improve leaders' knowledge and understanding of the Statutory framework for the early years foundation stage.	18/02/2022

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

	Due date
obtain detailed information from parents about children's skills and capabilities on entry, to promote their learning and development right from the start	25/02/2022
provide children with access to a broad curriculum, so they can acquire knowledge, understanding and skills to help them make the best possible progress and become successful learners	25/02/2022

improve evaluation and professional development, so that weaknesses in teaching and understanding of the curriculum are identified and immediately addressed.	25/02/2022
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Setting details

Unique reference number	2585105
Local authority	Blackpool
Inspection number	10220206
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 at time of inspection	0 to 4
Total number of places	47
Number of children on roll	22
Name of registered person	Kinderland Nursery Ltd
Registered person unique reference number	2585103
Telephone number	01253349710
Date of previous inspection	Not applicable

Information about this early years setting

Kinderland Nursery registered in 2020. The nursery employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one at level 5 and two at level 6. The nursery opens Monday to Friday from 8am to 6pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynne Naylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The manager and the inspector completed a learning walk together.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.
- The inspector viewed the provision taking place in the toddler room and pre-school room. At the time of inspection, the baby room was closed for safety so the provision for babies was not viewed.

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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