

Inspection of Active Kids Day Nursery

Active Kids Nursery, Scan House, Moorfield Road Estate, Yeadon, LEEDS LS19 7BN

Inspection date: 20 April 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

There are significant weaknesses across the setting. Children are not protected from harm and their safety is not prioritised. For example, staff are not deployed effectively to ensure children are well supervised, particularly while accessing high risk activities and play equipment outdoors. As a result, staff do not always recognise when children fall from balance beams and climbing frames. They do not provide younger children with adequate support and supervision while using the tree swing, which is hung from a rope. This puts children at significant risk if staff miss occasions where children sustain an injury or become tangled in the rope. Furthermore, staff do not take prompt action to assess or minimise risks to children's safety when they arise. This compromises children's health, safety and well-being.

The poorly planned curriculum means children do not receive an acceptable quality of education. The manager does not ensure that all children experience broad and suitably challenging opportunities to learn. The educational programmes are narrow and do not take into account the individual interests and learning needs of all children. For example, staff do not provide children with appropriate opportunities to develop their mathematical and creative skills according to their stage of development. Children become bored quickly and frequently wander around aimlessly. This results in some children becoming unsettled. The manager does not provide all staff with sufficient training on how to manage and respond to children's behaviour effectively. For example, less-experienced staff do not understand how to support children who become emotional and distressed during busy times of the day. This has a negative impact on children's emotional well-being and self-esteem.

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

- The arrangements for the supervision of staff are poor. The manager does not identify effective ways to help drive improvements in the quality of education and care practices. Staff do not receive the targeted support that they need to develop the level of knowledge and skills required for their role. This does not help to ensure the effective management of the nursery and meet the needs of all children.
- The manager does not ensure that at least half of all staff working with children hold an approved level 2 qualification, and have all the necessary suitable people checks completed before including them in ratios. This compromises children's safety.
- The arrangements and allocation of a key person are not effective. For example, staff working with babies and toddlers are allocated all the children in the room that they work in as their key children. This means that they do not have the

time to get to know and understand the individual care and learning needs of all children. This has the potential to put children at risk if staff miss essential information about a child's care needs.

- Staff do not recognise ways to effectively adapt what they are doing to include all children during adult-led activities, particularly those with special educational needs and/or disabilities (SEND). For example, staff give more attention and ask questions to children who are confident communicators. This means children who are less confident in communicating do not get the same level of support to develop their vocabulary and skills.
- The manager does not ensure the staffing arrangements meet the needs of all children, including those with SEND. Although ratios are met, the number of staff is insufficient to provide all children with the support that they need to receive quality learning experiences. Additional funding is not used to provide children with the additional adult support required. Staff know how to support children with SEND but cannot implement the individual learning targets in practice due to insufficient staffing levels. This has a negative impact on the level of progress children make.
- Children enjoy the healthy meals and snacks provided for them. They sit together at mealtimes and talk about their day. Older children help to serve their own meals and pour drinks. Staff encourage younger children and infants to feed themselves independently. This helps children to become increasingly independent in managing their self-care.
- Staff regularly talk to parents to exchange information about children's achievements and suggest ways to help support their learning at home. They work with external professionals involved in children's care and link parents to other agencies, where required. However, they do not consistently implement children's individual learning plans and targets in practice due to insufficient staffing levels.

Safeguarding

The arrangements for safeguarding are not effective.

Staff, including the designated safeguarding lead (DSL) in the setting, have a weak knowledge and understanding of how to safeguard children and protect them from risk of harm. For example, staff do not implement the setting's safeguarding policy and procedure in practice. They fail to take prompt action to share their concerns about children's welfare with the designated person for safeguarding in the setting. Furthermore, the DSL is not aware of the relevant agencies to refer concerns to about children's welfare. This does not ensure prompt action can be taken to protect children from the risk of harm. The manager and staff do not ensure that their written records are kept up to date and include all of the relevant information relating to child protection concerns. This does not help to ensure the safe and effective management of the nursery. The manager does not complete robust recruitment and vetting checks to ensure all adults working with children are safe and suitable. This leaves children vulnerable and at potential risk of harm.

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
implement the setting's safeguarding policy and procedure in practice to safeguard children	06/05/2022
provide all staff, including those with lead safeguarding roles in the setting, with training to ensure that they have an up-to-date knowledge of how to identify and respond to child protection concerns	06/05/2022
ensure robust recruitment and vetting checks are completed for all staff before allowing them to have unsupervised contact with children	06/05/2022
implement an effective key-person system to ensure children's individual care and learning are accounted for	06/05/2022
ensure that at least half of all staff working with children hold an approved level 2 qualification and are suitable to work with children before being included in the staff to child ratios	06/05/2022
ensure staff are deployed effectively to supervise children, so that they remain safe and are provided with good quality care and learning experiences throughout the day	06/05/2022
ensure that staff respond and manage children's behaviour appropriately, so that their emotional needs are met	06/05/2022
ensure that all areas of the premises and activities are safe and suitably targeted towards the individual needs of all children	06/05/2022

ensure accurate and sufficiently detailed records are kept and maintained to ensure the safe and effective management of the nursery	06/05/2022
provide all staff with the support, coaching and training that they need to develop the level of knowledge and skills required for their roles and responsibilities.	06/05/2022

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

	Due date
implement an ambitious curriculum that helps to build on what children already know and can do, in order for them to make good levels of progress	18/05/2022
provide children with engaging and stimulating learning experiences that take account of their interests and individual needs	18/05/2022
use additional funding to help target gaps in children's development and ensure that they receive the individual support that they need	18/05/2022
implement the individual learning plans for all children, particularly those with SEND.	18/05/2022

Setting details

Unique reference number	EY388938
Local authority	Leeds
Inspection number	10217914
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	38
Number of children on roll	60
Name of registered person	Active Kids (Yeadon) LLP
Registered person unique reference number	RP528759
Telephone number	01132397288
Date of previous inspection	26 April 2017

Information about this early years setting

Active Kids Day Nursery registered in 2009. The setting employs eight members of childcare staff. Of these, six hold appropriate qualifications at level 2 or above. The setting opens from Monday to Friday all year round, excluding the week between Christmas and New Year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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.
- The inspector completed a learning walk with the room leaders to discuss the curriculum and how this is implemented.
- The inspector completed a joint observation with the pre-school room leader and evaluated the quality of teaching and learning.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector had discussions with parents, children and staff during the inspection and took account of their views.
- The inspector reviewed relevant documentation and evidence of the suitability of staff.

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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