

Inspection of Kamelia Kids Day Nursery and Beach School

Wellesley Avenue, Goring by Sea, Worthing, West Sussex BN12 4PN

Inspection date: 24 June 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

GoodGood

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is at risk, due to weaknesses in the safeguarding arrangements. Not all staff have a secure knowledge of child protection issues or are clear about referral processes in line with local procedures. Leaders do not ensure the deployment of staff is effective, so that children are well supervised consistently. As a result, there are incidents of unwanted behaviour that staff are not always alert or vigilant to. This does not help children understand the setting's behaviour expectations and the impact this has on themselves and others. Therefore, children's safety and well-being are compromised.

At times, play areas are not well organised for older children. This means the quality of children's learning experiences are variable. Some staff do not plan and implement the curriculum sufficiently. For example, children have limited opportunities to mark make in the outdoor provision, with easels set up with no mark-making utensils. This does not ensure that children have exposure to a broad and balanced educational offer.

Despite the weaknesses, children develop positive relationships with key persons who know them very well. They come into nursery and settle quickly. Children show confidence in making decisions about what they want to do and join in with their friends. For example, very young children and babies delight in participating in interactive group singing sessions with props. They chant along, showing great enthusiasm and sing the words they know. Older children find out about people that help them when a nurse comes to visit and speaks to children about her role. They are curious and enjoy using stethoscopes to hear their own hearts and talk about their own experiences visiting the doctor. Furthermore, children have ample provision to develop their physical skills. For example, they set themselves challenges to use their large-muscle skills to climb as high as they can on the climbing wall with the support from staff.

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

- There are weaknesses in staff's safeguarding practice. The designated safeguarding leads do not ensure that staff are clear about child protection issues and the indicators associated with these. Some staff do not have secure knowledge about who they could make referrals to, including if they had a concern about an adult that is working with children. Staff do not plan and deliver experiences that support older children to learn about how to keep themselves safe when they access online devices.
- Leaders do not address aspects of weaker practice across the setting to ensure that children are not adversely affected. For instance, staff in pre-school are not always deployed well. They do not consistently review the effectiveness of

continuous provision and activities on offer to ensure that all children are fully engaged and developing high levels of concentration. Therefore, there are some play areas that are disorganised and not fully supervised. This has an impact on children's behaviour and over-boisterous play can go unchallenged. This does not cultivate optimum conditions to support learning to the highest level.

- Very young children and babies behave very well. Staff provide explanations and gently model behavioural expectations during their play, so they know what to expect. However, this does not happen consistently across the whole provision. Staff who work with older children do not always clearly communicate the expectations for behaviour. For example, staff do not always wait for all children to be quiet, so they can explain the next stage of the routine. As a result, children continue to talk when given an instruction. They are not all clear on what is happening next. Due to ineffective deployment, staff are not always available to deal with disruptive behaviour, so this is not tackled immediately to help children learn about the expectations of the setting.
- Staff who work with toddlers and babies plan a curriculum that supports their development. Staff build strong, positive relationships with the children, so they are confident to explore their play environments and continue to be motivated to learn. For instance, children become very excited as they explore the sensory room. They practise developing their physical skills as they hop and jump on the interactive floor mat. They pop balloons, giggling in delight when they achieve this.
- Some staff lack consistency when supporting children developing new skills. For example, at times, some children are encouraged to serve themselves at mealtimes to promote their independence skills. Other times, staff will pour children their drinks and prepare snacks for them. This denies children the opportunity to practise doing things for themselves.
- Managers ensure their provision is as inclusive as it can be. They accurately recognise where teaching practice requires improvement and are taking steps to address this. The provision for children with special educational needs and /or disabilities and for those that need extra support to catch up is very strong. Staff work incredibly hard with children, families and outside professionals to ensure there is a joined-up approach. Parents commend staff for how well they know and support their children. Staff ensure individual support plans reflect precise, targeted support to help children make good progress.

Safeguarding

The arrangements for safeguarding are not effective.

Designated safeguarding leads have sound safeguarding procedural knowledge. However, they have failed to check and monitor staff to ensure their understanding of safeguarding practice following training is secure. This means that gaps in knowledge have not been addressed. Some staff have weak knowledge of safeguarding issues, including county lines and do not recognise indicators of radicalisation. Furthermore, some staff are not clear about the roles of the local safeguarding partnership should they wish to make a referral. Vetting checks as

part of the safer recruitment process also lack rigour. Leaders do not consistently scrutinise checks closely enough and follow up queries to assure themselves of staff's suitability, for those that have access to children.

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
take action to ensure all staff have up-to-date knowledge of wider safeguarding issues and know how to respond to any child protection concerns in an appropriate and timely manner	12/07/2022
ensure staff have enhanced knowledge about internet safety and risks, so they can provide children with opportunities to learn how to keep themselves safe from online dangers	12/07/2022
implement effective and robust recruitment procedures to record and assess staff's suitability and ensure all adults looking after children are suitable to fulfil the requirements of their role	12/07/2022
ensure the deployment of staff is sufficient to ensure children are effectively supervised at all times to maintain their safety and well-being	12/07/2022
implement strategies that positively support children to help them understand behavioural expectations and for staff to manage children's behaviour in an appropriate way.	12/07/2022

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date

coach, mentor and monitor the practice of staff who work with older children, to enable them to provide consistently high-quality learning opportunities that offer stretch and challenge to cover all aspects of the curriculum in the learning environment	12/07/2022
ensure all staff consistently support children to engage in opportunities within the routine to promote their independence skills.	12/07/2022

Setting details

Unique reference number	EY477206
Local authority	West Sussex
Inspection number	10244663
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 6
Total number of places	107
Number of children on roll	176
Name of registered person	Kamelia Kids CIO
Registered person unique reference number	RP911146
Telephone number	01903504077
Date of previous inspection	4 October 20184 October 2018

Information about this early years setting

Kamelia Kids Day Nursery and Beach School registered in 2014. It is open each weekday from 7.30 am to 6pm for 51 weeks of the year. The nursery employs 44 members of staff, 31 of whom have qualifications between levels 2 and 6. The highest qualification held is early years teacher status. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sherrie Nyss

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 setting.
- The inspector went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact this has on children's learning.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery.
- The inspector looked at relevant documentation, such as evidence of Disclosure and Barring Service checks, first-aid certificates and vetting checks.
- The inspector invited parents to share their views. The inspector took account of all feedback received.

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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