

Inspection of Little Kingdom Daycare @ KI

Unit 6 & 7, 62 Merrick House, Whale Avenue, Reading RG2 0GX

Inspection date:

4 November 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

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

Children's safety and well-being are compromised. Leaders do not ensure that all aspects of safeguarding are acted on so that children receive high-quality care. For example, leaders do not refer safeguarding concerns in a timely way. They do not ensure all adults with access to children have suitability checks completed. This does not adequately ensure children's safety. Children's health is not well managed. For instance, leaders do not follow administration of medication procedures appropriately to prevent cross-contamination.

Children arrive happy and confidently separate from their main carers. They settle quickly and have positive relationships with the staff and their peers. However, there are weaknesses in the quality of education. Children are not offered a broad and balanced education programme that meets their needs. At times, activities lack purpose and challenge. This limits opportunities to help children make progress. For example, children are provided with printed pictures and templates to colour in. This reduces opportunities for creativity or to express their own imaginative ideas. Nevertheless, children do have good opportunities to develop their language skills. Children concentrate well when listening to group story times. They contribute their ideas about the books being shared with them. Furthermore, children show positive attitudes to learning, as they demonstrate high levels of engagement when choosing songs and rhymes. They join in singing time with great enthusiasm, chanting along to familiar words.

Babies and very young children show they feel secure, as they enjoy exploring their playroom. They choose building bricks to share with an adult and persevere as they stack them one at a time to make a tower without it falling. Very young children smile broadly, showing a sense of achievement when they are praised for their efforts in practising this self-chosen challenge.

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

- Leaders do not ensure that the health of children is well managed. For example, leaders do not check that there is always at least one member of staff with full and relevant first-aid training. There are times when staff lack care and attention when providing intimate care to very young children. There is more emphasis on rushing a process rather than giving children the time they need during nappy changing. Leaders do not follow procedures to ensure they obtain parental consent for administering medication in line with the setting's policies. Furthermore, leaders do not correctly administer medication for children who require it.
- Leaders do not monitor staff closely enough to ensure they are fully effective in their roles. As a result, staff do not receive targeted support and coaching to

help them fully meet all aspects of their roles and responsibilities. For example, leaders have not followed up to ensure that the special educational needs coordinator (SENCo) has put in place a clear programme of support for all children with special educational needs and/or disabilities (SEND) and those with a delay in their development.

- Senior leaders do not have precise enough oversight to ensure the processes they have in place consistently meet requirements. For example, documentation for the safe and efficient running of the setting is either incomplete or missing. This includes details about vetting checks and induction for new staff.
- Leaders do not ensure the required ratios are consistently met. This is because a work placement individual is counted in ratio. There is overreliance on this individual to provide cover and engage in routines such as snack times. However, they have no childcare experience or vetting checks undertaken.
- Parent partnership is variable. Some parents comment favourably on how they are kept up to date about the progress their children make and are given ideas to support positive behaviour. Some parents comment that they receive general feedback about their child's day. However, the feedback is not specific about what staff are focusing on teaching to their children and why. Parents of children who need extra help to catch up report that they are not kept informed about how their child is being supported.
- The manager has a good understanding of what children need to learn that is based on recognising the impact of the COVID-19 pandemic on children's learning. She is clear about the skills and knowledge children need for each stage of their development. However, the manager does not have a sharp enough focus to evaluate effectively the education and act on any weaknesses in teaching practice. As a result, staff lack understanding in how to plan and implement a broad and balanced curriculum. Teaching is not always appropriate to the age and stages of development for the children.
- Leaders and staff recognise that developing children's vocabulary is a priority. However, there is not enough emphasis on all other aspects of the curriculum. This means that children have narrow experiences in their learning and development.
- Staff support children's language development in a variety of different ways. They question children to encourage them to talk about current events. This enables them to practise conversation skills. For example, children engage well during discussions about bonfire night and can recall what they have been taught about how to keep themselves safe around fireworks.

Safeguarding

The arrangements for safeguarding are not effective.

Staff and the designated safeguarding leads have secure knowledge about signs and indicators that a child may be at risk of harm. They also have sound knowledge about safeguarding issues, such as county lines, radicalisation and online exploitation. However, leaders do not act swiftly enough to refer concerns to safeguarding partners when children may be at risk. Leaders lack oversight to

ensure all aspects of safeguarding practice are in place. For example, vetting of individuals is not followed up quickly to provide assurance they are suitable to have access to children and families. Furthermore, leaders count work placement individuals who have not had suitability checks conducted in ratio.

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
make sure that all staff have appropriate training, skills and knowledge to help them have a clear understanding of their roles and responsibilities	22/11/2022
put appropriate steps in place to monitor the deployment of staff so ratios are maintained, and children are supervised effectively	22/11/2022
ensure the setting's SENCo has a clear understanding of how to fulfil the role and meet the needs of children who attend	22/11/2022
take steps to obtain and maintain information and records that can be shared with other professionals to ensure the effective and safe management of the setting	22/11/2022
take action to ensure safeguarding concerns are referred to agencies with statutory responsibilities in a timely manner and in line with local procedures	22/11/2022
ensure all individuals who have regular access to children have an enhanced Disclosure and Barring Service check	22/11/2022

implement contingency arrangements to ensure that there is always at least one person who holds a current, full and relevant first-aid certificate when children are present	22/11/2022
ensure all staff implement the policy and procedure for administering medications so that children only receive medication that is specifically prescribed to them	22/11/2022
gain written consent from parents/carers to authorise staff to administer medication for each individual child who requires it	22/11/2022
improve arrangements so that parents have up-to-date information about how the early years foundation stage curriculum is being delivered to children and how the setting supports children with SEND.	22/11/2022

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

	Due date
ensure all staff understand how to plan and deliver a well-sequenced curriculum that precisely meets the individual needs and development stages of all children	22/12/2022
strengthen teaching practice to help staff provide purposeful activities and experiences that consistently reflect all areas of learning.	22/12/2022

Setting details

Unique reference number	EY466160
Local authority	Reading
Inspection number	10260527
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	80
Number of children on roll	46
Name of registered person	Little Kingdom Daycare Ltd
Registered person unique reference number	RP905807
Telephone number	01189866758
Date of previous inspection	26 March 2018

Information about this early years setting

Little Kingdom Daycare @ KI registered in 2013. The nursery is based in Kennet Island, Reading and operates each weekday, from 8am to 6pm, for 51 weeks of the year. The nursery employs eight members of childcare staff. Of these, one holds qualified teacher status and six hold appropriate early years qualifications at level 3 and above. The nursery receives funding to provide free early education for two, three-, and four-year-old children.

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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The nominated individual and manager spoke to the inspector about the leadership and management of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and inspector carried out joint observations of group activities.
- The inspector spoke to parents during the inspection and took account of their views.

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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