

Inspection of Kabuki Child Care Centre

Kabuki Child Care Centre, Fairfield House, Barnsley S70 2FL

Inspection date: 6 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and confident in this setting. They move freely around the setting and have constant access to the outdoors. Children start the day with a group session. They are encouraged to say 'hello' and learn about the seasons, months and days of the week. Children sing about the days of the week and join in with the sounds, words and actions. They experience a variety of focused experiences and make good progress. The routine is clear and familiar. This helps children to feel secure and know what is happening. Children choose equipment and move it freely around the setting. Staffing routines are organised so that staff can move to where children are playing.

Staff read to children with enthusiasm and pause to ask them questions. They encourage children to join in with familiar repeated phrases, such as when children gleefully call out, 'squash and a squeeze'. Parents speak glowingly of the conversations that flow between nursery and home. They say that staff really listen to their concerns and that staff take time to tune into each child and support the whole family.

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

- Children develop a love of books and reading. Staff read to babies and point to the pictures. Babies are excited, and they laugh, bounce and clap as they enjoy the story. Children choose books and handle them with care. They read about Red Riding Hood and explain the story to visitors.
- The baby rooms are calm. Staff talk gently and sing to babies as they change their nappies. Babies are helped to use a warm flannel to wash their hands. Babies sleep in cradles, and staff speak with affection, explaining that babies seem to wake up when they smell lunch.
- Staff take time to get to know children. They consistently support children's emotional well-being and learning. Staff find out about children's interests, and this informs their planning. Parents support the planning process by helping to identify children's next steps in development.
- The curriculum is challenging and sequenced. Staff skilfully extend children's learning and language. For example, they ask children open-ended questions, such as, 'What does it taste like?'
- Staff share information and their observations about children throughout the day. They explain what they are doing and why. For example, staff sit at the table with new children as they learn what is expected.
- Staff and managers develop strong and lasting partnerships with children and their families. Parents say that when they first leave their babies, staff gather detailed information, such as about routines and their development. This helps to promote continuity of care.

- Staff praise children for specific actions, explaining what they have done well. Staff guide children during small-group activities and games. They make them challenging for individual children and check what children have learned and can remember.
- Children enjoy healthy meals prepared by the chef each day. They eat together at the table, and staff kneel or sit with them. Staff take special care to offer a menu that is healthy and meets the specific dietary needs of all children.
- Outside, children identify birds and insects, develop role-play games and use open-ended equipment to extend their play. However, inside, there are less opportunities to extend creative play.
- Children are given opportunities to take part in real tasks and develop their independence. For instance, each day, some children are 'special helpers' and have responsibilities, such as laying the table.
- Children learn about the world around them. They make regular visits to local parks, libraries and places of interest. Staff stage events and celebrations. They invite parents into the setting, such as to a play and for a graduation ceremony.
- Children's behaviour and attitudes are good. Children consider each other's feelings, and even very young children make requests and communicate using language and good manners.
- The key-person system is being re-established due to staff changes. Managers have considered this carefully and evaluated the possible impact, recognising that it will take time to provide consistency of care and learning for all children. They spend time in ratio and working with children. Managers are sensitive to the well-being of children and staff, especially as they settle.
- Managers have developed strong links with other settings, schools and professionals. This supports children with special educational needs and/or disabilities and ensures there are smooth transitions to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the types of abuse and can recognise the possible signs and symptoms of abuse. All staff have completed safeguarding training. Staff understand the importance of making a referral and know what action to take should they have a concern about a child or adult. The setting has a safeguarding policy to inform and support staff's practice. Managers follow safer recruitment guidance to ensure the suitability of new staff. New staff are given an induction, and managers consistently monitor staff's suitability. Staff keep accurate attendance registers and record accidents and incidents. They risk assess all areas and visits outside of the nursery.

What does the setting need to do to improve?

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

- explore and use more opportunities for children to be creative
- continue to establish the key-person system following recent staff changes so that all children have a familiar key person.

Setting details

Unique reference number	EY466990
Local authority	Barnsley
Inspection number	10264093
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	54
Number of children on roll	119
Name of registered person	Kabuki Child Care Centre Ltd
Registered person unique reference number	RP908067
Telephone number	01226 805400
Date of previous inspection	22 May 2017

Information about this early years setting

Kabuki Child Care Centre registered in 2013 and is located in Barnsley. The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications at level 3. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and one week between Christmas and New Year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

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.
- The manager and inspector completed a learning walk around the setting to understand how the early years provision and the curriculum are organised.
- The inspector had discussions with parents during the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with staff and managers and looked at relevant documentation.
- The inspector observed the interactions between children and staff during the inspection.

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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