

# Inspection of Kiddy Kapers Daycare

Glenmere Community Primary School, Estoril Avenue, WIGSTON, Leicestershire  
LE18 3RD

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Inspection date: 20 June 2023

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

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Leadership and management are weak. Leaders fail to ensure that staff in management positions are aware of their roles and responsibilities. They do not receive adequate training or induction to their roles. Leaders do not deploy staff effectively. Staff do not implement measures to minimise risks to children. Children sleep on mats that are ripped, and staff do not understand how to ensure that children are safe when sleeping. Staff, including the manager and designated safeguarding lead, do not have an adequate understanding of the signs that may indicate a child is at risk of harm. They do not understand the reporting procedures for the local authority, or how to make a referral for children who they may be concerned about. The special educational needs coordinator is not trained for the role and does not know how to support children with special educational needs and/or disabilities. Staff do not ensure that appropriate hygiene measures are in place, and children eat food without washing their hands.

The key-person system is poor. Due to staff shortages, staff move rooms often. As a result, some children do not have a key person. Staff do not plan activities that are tailored to each unique child as they do not know their stage of development. Leaders do not ensure that children receive mandatory assessments. This means that children are at risk of falling behind. The environment is loud and chaotic. Children do not display positive attitudes towards their learning and are frequently disengaged. As a result, they do not always behave well. When children throw toys and have disagreements with each other, staff do not intervene. Staff do support children to regulate their emotions.

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

- Leaders have not provided staff, including managers, with a thorough induction. This means that they do not know how to fulfil their role or understand how to keep children safe. In addition, leaders have failed to ensure that there is a named deputy in place who has received appropriate training to fulfil their responsibilities.
- Managers risk assess the environment in which children play. However, staff do not understand and implement these assessments. As a result, children are exposed to hazards. For example, staff do not mop up water from melted ice where babies are learning to walk. Blocked sinks overflow with dirty water, which spills into the corridor. Outside, staff are not deployed effectively, which means that several children use a large climbing frame with no supervision. Staff do not maintain children's safety.
- Staff do not ensure children's safety when they are sleeping. Children are not provided with age-appropriate sleeping facilities. For example, older babies sleep in reclined swinging seats.

- Managers do not ensure that staff understand the importance of recording information accurately. Consequently, staff do not always include details about first-aid treatment that has been administered to children when recording accidents that happen within the setting. In addition, staff do not gather enough detail about injuries that children arrive to the setting with. As a result, managers are unable to use this information to ensure that children are safe.
- Managers do not ensure that good hygiene is consistently promoted throughout the setting. Infection control is poor. Babies and young children do not wash their hands before eating. Children are not supported to blow their noses. Children sleep on ripped mattresses, which exposes them to the risk of cross-contamination.
- The key-person system is weak. Some children do not have a key person. Staff frequently work in different rooms within the setting. Therefore, children do not consistently see the same familiar adults to build strong bonds with. Several children are unsettled when arriving at the setting. Babies seek comfort and reassurance from unfamiliar young students on work-experience placements when they are upset.
- The special educational needs coordinator does not have sufficient training to do her role. She does not understand how to make a referral for a child if they require support from external agencies. Furthermore, managers do not have readily available access to documentation about children, including information about their additional needs and/or disabilities.
- Staff, including managers and designated safeguarding leads, lack the safeguarding knowledge they need to keep children safe from harm. They are not able to confidently identify the signs that may indicate a child is at risk of harm or abuse. In addition, the designated safeguarding leads do not understand local reporting procedures and from whom to seek external advice.
- The curriculum is not ambitious or tailored to meet the needs of all children. Furthermore, managers do not ensure that progress checks are completed for all children aged between two and three years. Staff do not know the children well enough and are not able to use their knowledge of children's development to plan exciting activities for them. As a result, many children are bored and restless. However, on occasion, babies enjoy using props to join in with songs. Staff read books to older children to aid their transition to school.
- Parents say that staff in the setting are friendly and share information with them.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff, including managers and designated safeguarding leads, do not understand the signs that may indicate a child is at risk of harm. They do not understand the 'Prevent' duty or county lines. Staff do not know how to escalate their concerns if they are worried about a child. The designated safeguarding leads do not work in partnership with the local authority as they lack the knowledge to do this. Staff do not minimise the risks within the setting. Children are exposed to hazards, such as

wet floors. Children are not safe when using play equipment as they are not supervised. However, leaders do ensure that safer recruitment procedures are followed. All staff working with children have had sufficient background checks to ensure their suitability.

### **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:**

	<b>Due date</b>
implement an effective induction process to ensure that all staff, including managers, understand their roles and responsibilities	18/07/2023
ensure that there is a clear management structure, which includes a named deputy who is capable of taking charge in the manager's absence	18/07/2023
ensure that robust risk assessments are implemented, and that the risk assessment process is effective in identifying and removing all potential hazards that children and staff are exposed to	07/07/2023
improve the deployment of staff to make sure that children are appropriately supervised at all times to ensure their safety, especially outdoors	07/07/2023
ensure that sleeping arrangements are safe and suitable for the age of children, and make sure that children's bedding is in good condition	07/07/2023
ensure that accidents are recorded accurately and records include details of the first-aid treatment administered	07/07/2023

ensure that staff promote children's good health and hygiene to prevent the spread of infection, with particular regard to handwashing routines	07/07/2023
ensure that there is an effective key-person system in place, so that all children have a consistent key person to meet their care and learning needs	07/07/2023
provide coaching and training for the special educational needs coordinator to better support children with special educational needs and/or disabilities, and ensure that staff working directly with children are aware of plans and how to support individual children	18/07/2023
ensure that all necessary records are easily accessible and available at all times	07/07/2023
ensure that all managers and staff have sufficient safeguarding knowledge to identify and respond to signs of possible abuse	18/07/2023
ensure that all managers and staff understand the setting safeguarding procedures to act swiftly and respond to safeguarding concerns	18/07/2023
ensure that the designated safeguarding lead has sufficient training to understand their role and responsibilities, provide accurate advice to staff, and effectively support staff to promote children's safety and welfare	18/07/2023
ensure that the designated safeguarding lead is confident in their knowledge of local safeguarding partnership procedures and is able to make a timely referral when necessary.	18/07/2023

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

	<b>Due date</b>
ensure that all staff understand how to plan and deliver a well-sequenced, age-appropriate curriculum so that it precisely meets the individual needs and development stages of each child who attends	18/07/2023
ensure that progress checks are undertaken for all children between the ages of two and three years.	07/07/2023

## Setting details

<b>Unique reference number</b>	EY355784
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10289208
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Kiddy Kapers Daycare Ltd
<b>Registered person unique reference number</b>	RP902726
<b>Telephone number</b>	0116 281 0100
<b>Date of previous inspection</b>	16 November 2017

## Information about this early years setting

Kiddy Kapers Daycare registered in 2007 and is located in Wigston, Leicestershire. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and seven hold qualifications at level 3. The provider holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Barsby-Robinson

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate 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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