

Inspection of Karetakers Day Nursery

Drayton Road, Longton, Stoke-on-Trent, Staffordshire ST3 1EQ

Inspection date:

3 October 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Staff work well with parents and carers when children first start at the setting. For instance, they plan settling-in sessions for children to help them to feel safe and secure. However, although all children are assigned a key person, not all parents are aware of who their child's key person is. Furthermore, staff do not provide parents with enough information about their children's ongoing learning.

Staff build caring relationships with babies and children. For example, they sensitively greet them as they wake up from their sleep and regularly check their nappies to ensure their basic care needs are met. Children generally behave well when playing alongside their peers. Staff focus on their confidence and happiness. For example, they help children to practise and develop their self-help skills, such as modelling effective face and handwashing techniques. Even the youngest of children have opportunities to help to tidy up. They happily sit at the table and do well to feed themselves independently. This promotes their self-esteem. Consequently, babies show excitement as they proudly point to their eyes and nose to show that they know and understand the different parts of their bodies.

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

- The manager has addressed the actions that were set at the last inspection. For example, she has made some changes to the curriculum to help to make children's learning more achievable. The curriculum design focuses on children being confident, self-assured, and independent learners to prepare them for school.
- Overall, parents comment positively about the setting, including the friendliness of staff and happiness of their children. However, not all parents receive the same information about their children's progress. For instance, staff do not ensure that all parents know their children's specific developmental targets to further support their children's learning at home.
- Staff demonstrate sound knowledge of child development, including the skills children need to acquire to progress to the next stage in their learning. They discuss what children know on entry and how the 'all about me' document helps them to learn about new children. However, not all parents are aware of who their child's key person is. This shows that when children transition to a new room, their key person does not do enough to establish good partnerships with parents.
- Although there are some strategies in place to help staff to understand children's next steps in learning, staff do not always use these to guide their teaching. This does not help to promote consistency in children's learning, especially in the absence of their key person.
- Children of all ages have opportunities to engage in risky play outdoors. For

example, older children cheerfully jump off a haystack, landing safely with two feet. They gain greater control of their gross-motor movements each time they repeat the action.

- Generally, children's behaviour is managed well. For example, where teaching is stronger, children are taught to 'walk quietly' to ensure they do not disturb their sleeping peers. However, not all staff help children to gain an effective understanding of the impact behaviours can have on others. This includes helping children to understand when they might be at risk online.
- Staff encourage children's communication and language skills, including those children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. For example, they say, 'ready, steady, go', to develop children's concentration and anticipation skills. However, staff do not always deliver activities effectively to maintain children's interest. Consequently, some children can become distracted and less engaged in their learning.
- The manager is also the special educational needs coordinator. She works closely with key persons and other professionals to support children with SEND and those in receipt of additional funding. She identifies children's developmental needs early, and she ensures that funding is spent appropriately. For example, children learn about the world around them as they watch chicks hatch from eggs.
- Recruitment procedures ensure that all staff employed are suitable to work with children. For example, long-term staff complete annual declarations to declare their ongoing suitability. The manager completes supervisions to provide staff with an opportunity to discuss children, as well as any future training needs.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection and safeguarding. Staff benefit from training and questionnaires to remind them of their roles and responsibilities. They have a secure understanding of the correct procedures to follow should they have concerns about a child's welfare, including how to whistle-blow. The manager monitors children's accidents to identify any patterns of concern. Daily risk assessments are in place. For example, staff remove some outdoor equipment to ensure that young children can play safely. They demonstrate secure knowledge of safer sleeping procedures, and they supervise and check children.

What does the setting need to do to improve?

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

	Due date
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improve partnerships with parents to ensure all parents are aware of who their child's key person is and what their next steps in learning are.	31/10/2023
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To further improve the quality of the early years provision, the provider should:

- build on existing strategies to strengthen staff knowledge of children to ensure children continue to make progress in the absence of their key person
- develop the organisation and delivery of some activities to strengthen all children's learning and engagement
- help children to gain an effective understanding of the impact behaviours can have on others, especially when using online technology.

Setting details

Unique reference number	224654
Local authority	Stoke-on-Trent
Inspection number	10282354
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 3
Total number of places	104
Number of children on roll	64
Name of registered person	Karetakers Private Day Nursery Limited
Registered person unique reference number	RP524113
Telephone number	01782 331167
Date of previous inspection	8 February 2023

Information about this early years setting

Karetakers Day Nursery registered in 1994 and is in Longton, Staffordshire. The nursery employs 12 members of childcare staff, nine of whom hold appropriate early years qualifications from level 3 to level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30 until 5.30pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the second routine inspection the setting 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 the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection. The inspector considered the views of parents gained through discussion.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.

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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