

Kiddy Kapers Daycare

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

Inspection date	09/12/2014
Previous inspection date	16/09/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children's independence is promoted. They are able to make individual choices about their play because toys and resources are readily available and accessible.
- Staff complete risk assessments and daily checks to ensure the environment, toys and resources are safe and suitable for children to use. Consequently children are kept safe.
- Parents are well informed and are given information on how they can continue their child's learning at home. Effective links with other providers ensure that there is cohesive approach to children's learning.

It is not yet good because

- Teaching is inconsistent and the management team do not routinely monitor staff to identify where training and support are needed. As a result, not all staff effectively teach children as they take part in activities to enable them to make good progress.
- Staff do not identify promptly enough when children's progress has slowed down. Consequently they do not put appropriate arrangements in place to help children to catch up and to close any emerging gaps in their learning.
- The planning system used does not support children to make consistently good progress throughout their time at the setting.
- Staff do not always support children effectively to develop their critical thinking and speaking skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held meetings with the management team of the setting and looked at the areas of the premises used by children.
- The inspector observed the children during activities both indoors and outdoors.
- The inspector conducted a variety of joint observations with the manager.
- The inspector looked at a sample of children's records, the planning documentation, relevant policies and procedures, and the setting's self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's parent questionnaires.

Inspector

Tracy Hopkins

Full report

Information about the setting

Kiddy Kapers Daycare was registered under its current name in 2007. It is privately owned and managed. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting operates from a single-storey building in the grounds of Glenmere Primary School in Wigston, Leicestershire. Children have use of three playrooms, a covered veranda and enclosed playground. The setting operates Monday to Friday from 7.30am to 6.00pm, all year round. The setting also offers out-of-school care before and after school during term times and all day during the holidays. There are currently 93 children on roll. Of these 41 are in the early years age group. The setting offers funded education for two-, three- and four-year-old children. There are 11 members of staff who work directly with the children. Of these, nine staff hold appropriate early years qualifications. The setting is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- monitor the progress children make more effectively to identify promptly when children's progress is slowing in order to plan well targeted next steps that actively encourage them to catch up and close any gaps in their learning
- plan and provide a challenging and enjoyable experience for each child that meets their needs and fully promotes their development and progress throughout their time in the setting
- monitor staff performance more effectively to assess the effectiveness of their teaching and identify and implement the support needed to strengthen the quality of their practice and maintain consistency in the quality of teaching overall.

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

- develop children's critical thinking and speaking skills more effectively by, for example, asking appropriate questions and modelling new language during activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a generally sound knowledge of the learning and development requirements of the Early Years Foundation Stage. They provide activities and experiences for children that cover the seven areas of learning adequately. Children use resources independently, as these are readily available for them to make their own choices. Additionally, the storage boxes have picture and word labels so children can easily see what is available. Children enjoy their time at the nursery as they learn to socialise and make friends. Staff engage in child-initiated play and sometimes use opportunities to extend children's learning. However, staff miss opportunities to take learning further, particularly in extending children's thinking skills, as they do not skilfully use thinking language and open-ended questions often enough or challenge children's ideas. For example, when outside, children show interest in water than has frozen in the cold weather. Children are able to explore and investigate the ice and are warned that it is slippery. However, staff miss opportunities to discuss their findings or to ignite the children's curiosity further.

All children have learning-journey records, which their key person completes to monitor progress and celebrate their achievements. Parents are involved in producing these from the outset. They complete a getting-to-know-you form when their child starts. This gives staff suitable information to make an assessment of children's starting points and enable them to plan suitable activities based around children's interests to support their next steps in learning. Additionally, staff complete the progress check for children between the ages of two and three years to identify key points of the children's development. This information is shared with parents and carers. Observations and assessments are completed and added to the learning journeys. However, staff do not use the information they gain from tracking children's progress to identify when their progress is slowing. Consequently that do not put in place appropriate interventions to help them catch up again and close any emerging gaps in their learning. This means that children are not supported to make the best possible progress.

Staff plan weekly, focusing on one particular key child on a rotation cycle, based on their next steps in learning. While this effectively supports the child they have planned for, the other key children are not as effectively supported until it is their turn. Consequently children are not consistently supported to make continual progress throughout their time at the setting. All children are encouraged to take part in the adult-directed activity and staff sometimes adapt the activity accordingly so learning does take place. However, while activities are purposefully planned for some children, inconsistencies in teaching practice mean that children do not consistently achieve their next steps or make good progress.

Staff provide children with a satisfactory range of resources for them to practise their early writing skills. Children make marks with paint, crayons and chalk. Children's physical skills are appropriately catered for. All children take part in regular music and movement sessions and have daily access to the outdoors where they run, play ball games and ride wheeled toys. Children's independence is suitably fostered. For example, older children pour their own drinks and prepare their own snack. Children play and learn in an inclusive environment. They explore a wide range of festivals and staff and parents talk about and share their customs with the children. Consequently, children develop an awareness of the diverse world in which they live. As a result of all the activities and experiences on offer for children, they are suitably supported to acquire the skills necessary for school.

The contribution of the early years provision to the well-being of children

Staff generally promote children's well-being appropriately. Children feel secure because they develop firm attachments to key staff. Children are gently reminded to say please and thank you when appropriate. Staff act as positive role models, speaking kindly to the children and offering frequent praise and encouragement. For example, children learn to take turns when choosing musical instruments and staff offer clear explanations for why they need to wait, which promotes children's understanding and self-esteem.

Staff and visitors do not wear outdoor shoes in the younger children's rooms to ensure carpets are safe for babies to crawl and play on. Children have access to an adequate range of accessible, safe and age-appropriate resources, both indoors and outdoors. Once children are ready to move on to school, there are suitable arrangements in place to support them and ensure they are emotionally prepared. Staff work in partnership with the local schools. This helps the children in the setting develop an awareness of the school routine and they listen as the older children share their experiences so they know what to expect when they start school themselves.

Children are supported in washing their hands after playing outdoors, using the toilet and before lunch and snack times so they learn about good hygiene practices. At mealtimes, the children are helped to develop an awareness of healthy eating because staff discuss the importance of food and why we need it. Staff promote children's health further by encouraging children to drink water throughout the day.

Staff undertake daily risk assessments to ensure resources are suitable and the environment is safe. Fire drills are practised with the adjoining school, so children are beginning to understand what they need to do to keep themselves safe. Children are reminded about safety but are also encouraged to take well-supervised risks as they challenge themselves during play. For example, children ride on wheeled toys while negotiating the space around large equipment and other children.

The effectiveness of the leadership and management of the early years provision

Staff have an appropriate knowledge and understanding of their responsibility to safeguarding children. They know about the possible indicators of abuse and what to do if they have concerns about a child's welfare. Their practice is underpinned by a good range of appropriate policies and procedures. This includes, for example, appropriate arrangements for the safe management of cameras and mobile phones within the setting.

The newly appointed management team strive to improve and have made some improvements since the last inspection. Resources have been purchased and made available to support children's emergent writing skills and priorities have been set to further improve the outcomes for children. Developments have been made in the systems for planning and the impact of these are currently being evaluated. At present, the planning of activities does not support all children make consistently good progress in their learning. Furthermore, the monitoring of the educational programmes is not sufficiently

robust to identify where children's progress has slowed down, or when there are weaknesses in teaching practice. However, the management team recognise this and have arrangements in place to work with the local authority and other providers to improve outcomes for children.

The management team does not consistently monitor the effectiveness of teaching to identify where training or support is needed. As a result, children experience variable teaching and do not always make the good progress that they should. However, the manager has plans for supervision and is beginning to identify training to improve the effectiveness of individual staff. Staff meetings are used as a forum for staff to develop their knowledge and understanding by sharing what they have learnt from workshops they have attended. This ensures all staff are briefed on topics, such as safety, to extend their knowledge of childcare related issues.

Parents state they are happy with the setting and feel they and their children are well supported and cared for by the staff. They feel that partnerships are strong and positive. Communication between home and the setting is good. Arrangements are in place for parents to be involved through daily exchanges with their child's key person, and their views about improvement are actively sought and acted upon. For example, regular questionnaires are sent home and parents are invited into the setting to attend many different sessions, such as the stay-and-play session, to help them further support their children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY355784
Local authority	Leicestershire
Inspection number	878366
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	93
Name of provider	Kiddy Kapers Daycare Ltd
Date of previous inspection	16/09/2009
Telephone number	0116 281 0100

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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