

Kiddy Kapers Daycare

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



Inspection date

Previous inspection date

15 February 2017

17 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching throughout the nursery is variable. Staff do not use the knowledge gained from their qualifications to best effect. This means that children are not always sufficiently challenged in their learning and development.
- Information gained from observations and assessments of children is not always used effectively. Staff do not consistently plan and provide activities to promote children's next steps in learning. As a result, children do not make good enough progress.
- The monitoring of staff teaching practice is not robust enough. The manager has identified that there are weaknesses in teaching. However, this has not been addressed in a timely way.

It has the following strengths

- Children are given time to do things for themselves, such as putting on their coats and shoes. They are developing their independence and self-care skills.
- Equality and diversity are reflected well within the nursery. Children learn about communities beyond their immediate environment.
- Many staff hold first-aid qualifications. This means that children receive appropriate medical attention in the event of accidents or medical emergencies.
- Adult-to-child ratios are maintained at all times. Adults are effectively deployed and children are supervised well.
- Relationships with parents are strong. Parents speak highly of the nursery and staff. They appreciate the support and information that they receive about their child's learning and development.

What the setting needs to do to improve further

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

	Due Date
■ provide effective supervision, coaching and training for staff and improve the quality of teaching so that children are consistently challenged and they make good progress in their learning	30/04/2017
■ use information gained from observations and assessments of children's learning and development, in order to consistently plan challenging experiences for individual children.	30/04/2017

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

- make effective use of self-evaluation to target actions to improve the quality of teaching and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Improvements identified by the manager have not been addressed in a timely way. The monitoring of staff teaching is not successful and has not identified weaker practice. There have been a number of staff changes over the last few months that have resulted in planned improvements being put on hold. Nevertheless, the manager shows a drive and determination to move forward. She has followed robust recruitment procedures and is putting together a well-qualified staff team. All adults who have contact with the children have the appropriate checks to ensure their suitability. Staff receive a detailed induction to establish their roles and responsibilities when they start at the nursery. Arrangements for safeguarding are effective. Staff have a secure knowledge of the possible signs of abuse. They know what action to take if they have any concerns about a child's welfare. The manager shares updated knowledge from the local authority with the staff during regular staff meetings. Risk assessments are carried out to ensure children's safety.

Quality of teaching, learning and assessment requires improvement

Children's emerging needs and interests are not consistently promoted, as staff do not always support and extend their play. Information gained from observations and assessments of children is not used effectively to plan activities that consistently focus on the next steps in their learning. This means that children do not make enough progress. Nevertheless, staff occasionally offer good support and encouragement to children. Children concentrate as they fit puzzle pieces together. Babies delight in pressing buttons and the object playing music. They show pride as they are able to repeat this and they move their body to the music.

Personal development, behaviour and welfare require improvement

Although children develop some good attitudes towards learning, teaching is not good enough to make sure they are challenged and motivated. Nevertheless, staff offer praise and recognition for children's efforts and achievements. Children enjoy regular opportunities to be physically active and older children take part in movement sessions. They move their bodies to the music with rhythm. They move in a variety of ways, such as bending, stretching and rolling. Children generally behave well and show care and respect to other children and staff. They develop an understanding of how to keep themselves safe. For example, children know how to hold the scissors safely as they cut shapes from paper. Staff are kind and caring and they promote good manners. During mealtimes, children are encouraged to say please and thank you for their drinks. Snacks provided for children are healthy and nutritious and good hygiene practices are followed.

Outcomes for children require improvement

Weaknesses in teaching mean that children do not make good enough progress in their learning. Nevertheless, they are developing the basic skills they need for school. Staff provide children with some opportunities to learn through first-hand experiences. For example, children care for the plants in the garden. Older children begin to recognise the sounds that letters make during games.

Setting details

Unique reference number	EY355784
Local authority	Leicestershire
Inspection number	1084479
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	50
Number of children on roll	90
Name of registered person	Kiddy Kapers Daycare Ltd
Registered person unique reference number	RP902726
Date of previous inspection	17 November 2015
Telephone number	0116 281 0100

Kiddy Kapers Daycare was registered in 2007. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and the manager and deputy manager hold 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 three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

