

# Kids Community Nursery Ltd

Cherry Tree Walk, Redditch, Worcestershire, B97 6PD



<b>Inspection date</b>	24 October 2017
Previous inspection date	9 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:

- Staff do not always successfully meet children's individual learning needs. They do not consistently make accurate assessments of children's development. Therefore, although they provide a variety of activities, they are not planned well enough to help children make good progress in their learning.
- Staff do not always provide targeted support for all children who have special educational needs and/or disabilities to help them progress as well as possible.
- Managers do not focus staff's professional development precisely enough on developing teaching practice. Children do not benefit from good-quality learning experiences.
- Managers do not monitor the quality of teaching and children's progress effectively enough to help raise the quality of the provision to good.

### It has the following strengths

- Managers and staff understand their responsibility to keep children safe. They ensure the nursery is clean, tidy and secure. They also effectively implement a range of records and documents that helps to support their safety and welfare practices.
- Staff are friendly, caring and fun. They support children to settle in and become familiar with the nursery. Overall, children develop positive relationships with key staff. Children are comfortable, happy and content.
- Partnership working is established. Staff share information about children in a two-way flow between the setting, home and any other settings children attend. This helps to offer children some continuity, particularly in their care.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure staff consistently make accurate assessments of children's development and use the information to plan activities that help meet children's individual learning needs</li> </ul>	08/01/2018
<ul style="list-style-type: none"> <li>■ ensure staff always provide targeted support for all children who have special educational needs and/or disabilities to help them progress as well as possible</li> </ul>	08/01/2018
<ul style="list-style-type: none"> <li>■ improve staff's professional development and focus more precisely on developing teaching practice so that all children benefit from good-quality learning experiences.</li> </ul>	08/01/2018

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

- monitor the quality of teaching and children's progress more effectively to help raise the quality of the provision to a good level and improve the outcomes for children.

### Inspection activities

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

### Inspector

Josephine Heath

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for the performance management of staff are not good enough. Managers supervise the mostly well-qualified staff to an extent and ensure they benefit from some training, such as safeguarding and first aid. However, they do not support staff as well as possible to develop their teaching skills. This means that the quality of teaching is variable. The arrangements for safeguarding are effective. Managers and staff have a sound understanding of government safeguarding guidance. They know exactly how to identify and help protect children from potential harm. Self-evaluation is developing. However, managers do not monitor teaching and children's progress carefully enough. Overall, children do not benefit from consistently good-quality learning activities and experiences that regularly develop and improve.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not have high enough expectations of what children can achieve. They do not always make precise assessments of children's progress so far. Staff do not consistently plan activities that provide children with suitable levels of support or challenge to help meet their individual learning needs. Some children do not consistently benefit from good enough opportunities to extend their skills. Furthermore, some of the gaps in children's attainment are not closing as swiftly as possible. Nevertheless, generally children enjoy a range of activities that promotes different aspects of their learning. For example, staff promote and encourage children's creativity. Babies enjoy painting using bright colours and paper. Toddlers like making models of characters from a familiar story using different materials. Pre-school children enjoy making potions out of water, coloured beads, glitter and Halloween themed objects.

### **Personal development, behaviour and welfare require improvement**

Due to weaknesses in teaching staff do not support children well enough to become highly motivated learners who are keen to play, explore and know more. Nevertheless, staff do promote some aspects of children's physical and emotional development. For example, staff encourage children to adopt good hygiene routines. Children become fairly confident and independent in managing their own care needs. Staff help children adhere to the routines and behaviour boundaries that are set. Children generally listen and follow instructions. They play nicely alongside others and are able to join in each other's games.

### **Outcomes for children require improvement**

Children do not always make the progress that they are capable of for their age. Furthermore, some children who have special educational needs and/or disabilities do not always receive the help and support they need to begin to catch up. Nevertheless, overall, children are developing some of the basic skills they will need to progress on to school. For example, children are developing some literacy skills. Younger children enjoy choosing and singing familiar nursery rhymes using props. Older children enjoy sharing stories with staff and joining in with the words and phrases they know.

## Setting details

<b>Unique reference number</b>	EY274994
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1091842
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	47
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Kids Community Nursery Limited
<b>Registered person unique reference number</b>	RP521880
<b>Date of previous inspection</b>	9 April 2015
<b>Telephone number</b>	01527 597200

Kids Community Nursery Ltd registered in 2004. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, 4, 5 and above. The nursery operates for 50 weeks of the year. Sessions are available Monday to Friday from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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