

Inspection of Kingwood Children @ Muddifords Court

Muddifords Court, Willand, Cullompton EX15 2QG

Inspection date: 18 October 2021

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership and management compromise aspects of children's safety and welfare. The management team has failed to identify and address potential risks within the kindergarten premises. Children enjoy going with staff for walks around the grounds of the premises. They like to see the ducks roaming free. Although staff supervise children on these walks, they do not fully assess the possible risks when walking near the edge of the lake. For example, when children quickly run down to the edge to throw sticks in the water, unaware of the dangers of falling in.

Children settle quickly to play on arrival and interact positively with their friends. They learn to share and take turns. Staff encourage children to say 'please' and 'thank you' and learn to respect the needs of others. Staff get to know children's interests well. They take account of these when planning the curriculum and they ensure activities motivate children to participate and learn through their exploration and curiosity. Babies like to push toy cars through a sand and paint mixture, and show interest in the marks that they make. Toddlers develop their hand-to-eye coordination skills well. For example, they become absorbed as they have a go at using a spoon to transport rose petals and water in and out of different containers. Pre-school children concentrate very well when making some play dough. They carefully pour water onto flour and mix these together, watching with interest at the changes they make. Parents are reassured by the procedures management and staff have put in place to protect their children in the context of COVID-19. Parents do not enter the playrooms now, but staff keep them well informed of their children's achievements and give them updates on their daily activities on collection.

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

- The management team does not monitor staff's knowledge and understanding of all aspects of their roles and responsibilities effectively enough. It does not monitor staff's implementation of risk assessments adequately. Staff arrangements on outings do not meet the needs of all children and do not keep them safe at all times. Children explore nature on their walks around the grounds and collect twigs, pebbles and colourful leaves. However, staff do not give full consideration to how they deploy themselves on walks with the children and do not always provide adequate support to meet all their needs. For example, children like to play on the 'mud mountains' of soil in the grounds and this helps to develop their physical skills. However, when some children want to go to the toilet, one member of staff is left with the remainder of the children and struggles to supervise them. Children who become over enthusiastic in their attempts to climb up the 'mud mountain' push past the other children, knocking

into them in their eagerness to reach the top. At times, children then roll down again almost into the path of others climbing up. Staff do not consider the impact of this on the safety and well-being of all children, particularly those who are less confident.

- Staff encourage children's communication and language effectively. They repeat the words and sounds that toddlers and babies make. They use a simple sign language to reinforce words and promote inclusion. Pre-school children are keen to express their ideas vocally. When making play dough together, they tell staff that 'it's gloopy', or 'it's squelchy'.
- Parents talk positively about the videos that staff provide of their children taking part in activities and how they find these useful. Parents state they feel the staff team is becoming more established, providing consistency of care for their children.
- Staff support children's learning effectively. They encourage children to develop curiosity and interest in their play. For example, children are keen to explore the size, shape and texture of different vegetables, such as sweetcorn and courgettes. They investigate the insides of a pumpkin and scoop this out with interest.
- Children show kindness to others. Toddlers help children who are new to the kindergarten to settle in, and play alongside them to keep them company. Pre-school children look after a friend who is tired and tuck them into a comfy chair in an imaginary game. They use good manners and ask politely if they can help to build a tower of bricks.
- Staff are kind and caring. Babies smile happily at staff and go easily to them for cuddles. Toddlers gain confidence climbing up, over and down a sturdy wooden ladder frame. They show pride when staff praise them for their efforts. Pre-school children like to snuggle when in the cosy book area and look at a favourite story.
- Staff support children's awareness of healthy foods effectively. Children go with staff to a local farm shop to buy fruit and vegetables for their meals and activities. Staff encourage children to try different foods and talk about those that help them grow strong.

Safeguarding

The arrangements for safeguarding are not effective.

The management team does not monitor staff deployment and understanding of potential risks to children's safety effectively. There are security systems fitted at the main entrances, but these are not monitored adequately enough to prevent unknown persons entering the premises. For example, the inspector was able to enter the premises unnoticed. Staff complete safeguarding training and recognise possible signs and symptoms that may cause concerns about children's welfare. They understand procedures to follow should any issues arise that give concern, and know the safeguarding agencies to contact when they need to seek further help.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
improve arrangements for monitoring staff deployment and staff's understanding of risk assessment, to ensure they can keep children safe at all times	19/10/2021
improve arrangements for monitoring the security of the premises, to ensure management and staff are aware of persons entering at all times.	19/10/2021

Setting details

Unique reference number	2622561
Local authority	Devon
Inspection number	10209776
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 4
Total number of places	81
Number of children on roll	182
Name of registered person	Kingwood Childcare Partnership
Registered person unique reference number	RP904101
Telephone number	01884906332
Date of previous inspection	Not applicable

Information about this early years setting

Kingwood Children @ Muddifords Court registered in 2020 and is is sited in Willand, near Tiverton in Devon. The kindergarten is open Monday to Friday, from 7.30am until 6pm, all year round. There are 20 members of staff employed. Of these, one holds early years teacher status, two hold qualified teacher status, and 10 hold early years qualifications between level 6 and level 3. The kindergarten receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Mary Daniel

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The provider and the manager took the inspector on a tour of the premises and explained how the curriculum is delivered.
- The inspector completed a joint observation of an activity with the manager and discussed the quality of teaching.
- The inspector observed children's interactions in play indoors and outdoors, and discussed their learning and development with staff.
- A sample of documentation was viewed by the inspector, including staff qualifications and first-aid certificates.
- A meeting was held between the provider, the manager and the inspector.

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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