

Inspection of Kingwood Children @ Muddifords Court

Muddifords Court, Willand, Cullompton EX15 2QG

Inspection date:

22 October 2024 - 29 November 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being is compromised due to weaknesses in leadership and management. Some staff feel overwhelmed and overburdened because they do not receive the training and support that they need to carry out their roles effectively. Staff frequently move between nurseries owned by the same provider and between rooms within this nursery. This impacts on children's emotional development, as staff do not know the children they care for.

Staff interactions with children are warm. However, children have not had the opportunity to form secure attachments with staff. This is particularly evident with the babies and youngest children, as many staff have left due to weaknesses in leadership and management, and all members of staff in this room are new. Some children are upset and unsettled. Due to the demands on staff time to support these children, other children wander or sit and watch others with little interaction from staff. Consequently, children's individual needs are not met, and some children regress in their development.

The nursery curriculum provides children with experiences to explore the natural world. For example, children forage for natural materials to paint and collage with and explore the texture of pumpkins. However, as many staff do not know the children well, they are not able to sufficiently deliver the curriculum to build on what children already know and can do.

Toileting arrangements are not sufficient to meet the needs of all children, enabling them to manage their self-care independently. Hygiene practices do not consistently promote children's healthy development.

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

- Weaknesses in leadership and management have led to an incredibly high turnover of staff. New staff are offered a basic induction programme. However, this is not personalised or reflective of what staff need to enable them to carry out their roles effectively. For example, some staff do not receive adequate training relating to child development to support their key children. Other staff manage a broad range of responsibilities without the support of a stable and consistent staff team. This leads to some staff feeling unsupported and unable to cope with the expectations placed on them.
- The key-person system is not effective. Staff are kind and caring and seek to build relationships with parents, providing some feedback daily. However, parents comment that they are not always sure who is caring for their children. Staff taking this responsibility have too many key children to support them effectively. As a result, not all children's emotional needs are met, and they do

not receive continuity of care, particularly babies. At times, babies are unsettled and they lose interest in activities. Staffing arrangements for toddlers and pre-school-age children are more consistent, meaning these children benefit from familiar adults caring for them.

- Leaders do not ensure that staff deliver a curriculum that sufficiently builds on what children know and can do, and what they need to learn next. Toddlers enjoy the opportunity to play parachute games outside. Staff support them to identify colours and wildlife. Pre-school children develop their imaginative and language skills as they create an aeroplane using crates outside. However, not all staff know the children well enough to identify and support their next steps. For example, some staff do not know which strategies to employ to close gaps in children's language development. Not all children, therefore, make sufficient progress from their starting points, and some children have struggled to cope with the recent staff changes and have become unsettled.
- Children do not consistently demonstrate a positive attitude to their learning. Daily routines and staff organisation do not support children's sustained engagement. At times, children move between activities in succession without a clear purpose. During some transition times, they sit and wait for direction from staff. Staff do promote good behaviour and support children to share toys and use kind hands. For example, they use signing to support children in understanding and managing their emotions.
- Staff do not always promote children's health and good hygiene practices. Horses' stables are cleaned out into the shared courtyard area where children later play. Children enter the setting with muddy, wet boots, causing floors to be dirty and slippery in areas where children later eat. Children are not always asked to wash their hands before eating. Older children are not provided with the support they need to develop independent self-care skills. Toileting facilities are not adequate for the number of children using them. This leads to children frequently wetting themselves.
- The provider acknowledges the significant issues that they are experiencing regarding staff turnover and the impact that this has had on both staff and children's emotional well-being. They have sought help from an outside organisation and put together an action plan to bring about improvements. However, there has been limited time for this to have had a significant impact.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
ensure training, coaching and support for all members of staff enable them to carry out their roles effectively and promote their emotional well-being	10/02/2025
establish an effective key-person system that promotes continuity of care and ensures children's emotional needs are met	10/02/2025
develop and deliver an ambitious and motivating curriculum that builds on what children know and can do, and facilitates the achievement of their next steps in learning	10/02/2025
improve hygiene practices to promote children's health	22/11/2024
ensure toileting arrangements meet children's needs, particularly for older children.	22/11/2024

Setting details

Unique reference number	2622561
Local authority	Devon
Inspection number	10370174
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 11
Total number of places	108
Number of children on roll	174
Name of registered person	Kingwood Childcare Partnership
Registered person unique reference number	RP904101
Telephone number	01884906332
Date of previous inspection	7 June 2023

Information about this early years setting

Kingwood Children @ Muddifords Court registered in 2020. The group operates from Willand, Devon. It opens each weekday, from 7.30am to 6pm, all year round. The group receives government funding to provide free early years education. It employs 36 childcare staff, of whom five have qualified teacher status and 21 hold appropriate qualifications at levels 2 to 6. Ten members of staff are unqualified.

Information about this inspection

Inspectors

Rebecca Hayday
Michelle Heimsoth
Sarah Madge

Inspection activities

- The inspection started on 22 October 2024. Inspectors returned on 29 November 2024 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors observed the interactions between staff and children.
- Senior leaders carried out joint observations with the inspectors.
- One of the inspectors spoke to several parents during the inspection and took account of their views.
- Staff spoke to the inspectors about children's learning and development.
- The inspectors spoke with senior leaders about the leadership and management of the setting.
- The provider and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

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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