

Pendle View Nursery

Inspection report for early years provision

Unique Reference Number	310273
Inspection date	26 April 2007
Inspector	Ann Bamford
Setting Address	Pendleview Day Nursery, Lovely Hall Lane, Salesbury, Blackburn, Lancashire, BB1 9EQ
Telephone number	01254 248628
E-mail	
Registered person	Pendle View Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate – notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Pendle View Nursery was established in November 2000. It occupies a detached house in a rural area with open aspects and caters for children from a wide area. The accommodation comprises a baby room for children aged three months to two years old, two rooms for two-three year olds and upstairs there are a further two rooms for pre-school children. There is also a secure outdoor play area which is covered with artificial grass, has a veranda at one end and can be accessed by patio doors from the baby room. There are toilet facilities, a nappy changing area and a fully fitted kitchen.

The nursery is registered to care for 38 children aged from three months to five years and there are currently 51 children on roll, including 25 children who receive nursery education funding, 11 of these children attend the nursery on a full time basis. The setting supports children who speak English as an additional language.

The nursery is open 51 weeks in the year and operates from 07.30 to 18.00 on Monday to Friday and offers full day care and part-time care.

The staff team consist of the manager, three room leaders and a further five nursery nurses. Three staff hold early years childcare and education qualifications at Level 2 and seven staff hold Level 3 awards.

The nursery is part of a chain and support can be gained from the other nursery in times of need. The setting enjoys contact with the local early years department

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's continued good health is not protected. They are cared for in premises which are not clean. There are policies and procedures in place to keep the environment clean, but these are not used consistently by staff. The policy and practise for sleep time in the nursery leaves children at significant risk from infection as some children in the toddler room and all children in pre-school rooms sleep on cushions straight onto the carpet. The cushions are not individual to children and not changed on a daily basis. Carpets are dirty. This fails to meet the National Standard.

Some children are developing skills in managing their own hygiene needs, however, at times older children are left to use toilet facilities without adult support. This impedes consolidation of skills, such as flushing the toilet or washing hands thoroughly after use. Children have learned how to do this elsewhere in the nursery but do not continue to do so in the pre-school. This also puts children at risk of infection. Children have incomplete privacy when using the toilet and this impacts on their dignity.

Staff have awareness of identifying children who are developing symptoms of being ill and contact parents promptly to take children home. Children's skin is protected from sunburn as staff implement the nursery's policy on providing all children with sun protection supplied from home. Medication is administered in line with parents' requests. Children are nourished effectively. They have regular meals which take account of their individual likes and needs. Children eat a variety of fruit and have access to drinks.

Children are generally developing gross motor skills as a result of having freedom of movement. However, pre-school children have limited access to the outdoors. They also have limited access to large play and outdoor equipment which challenges them. This impedes their development of climbing, pedalling and balancing skills. Children are developing threading and manipulative skills as they thread on cards and collaborate when using equipment, such as scissors and crayons, taking turns with desired colours.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety is not guaranteed in the setting. The rear entry door into the nursery is left open whilst children play out in another area. This means that unknown adults can gain entry into the nursery unnoticed by staff or children.

The areas where children are cared for are not sufficiently maintained to keep children safe from accidental harm. Poor quality refurbishments, such as recently laid wooden flooring which has gaps and unfixed pieces, leaves children at risk from injury from trips slips or trapped

fingers. There are procedures for dealing with, identifying and attending to the repair and maintenance of the building, but they rely on staff reporting concerns which are then not attended to in a timely fashion. Where staff have made any risk assessments, it has not been acted on. This leaves children at risk, for example, from the trip hazard in the carpet or the handrail coming away from the wall on the stairs.

Babies rest and sleep in line with their individual needs. However, toddlers and older children do not have access to a separate sleep area. In addition, there is not sufficient and suitable sleeping equipment for toddlers and pre-school children. Children's sleep is impeded by noise and movement from other areas of the room. In the pre-school room children sleep on the floor in cramped conditions meaning that other children step over them as they play. This impedes children's overall ability to rest and sleep in accordance with their individual needs

Children use toys which are safe and suitable for their purpose. Staff select toys with individual children's needs in mind as they, for example, offer a baby a musical rattle or a ball which is large enough for them to grasp.

Children are offered some protection from hazards as staff hold some knowledge about reducing risks. They improve children's safety by tidying away unused toys and equipment during the day.

Children are afforded some protection by staff knowledge and understanding of their role in safeguarding children. They are confident to act in the event of a concern about a child, including where there is an allegation about a member of staff or volunteer. However, the written policy in the setting does not concur with staff understanding or the government guidance in the leaflet 'What to do if you are concerned about a child'

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have access to resources and activities which promote their development. Babies and young children are cared for in a way which encourages them to be confident, independent and develop good levels of self-esteem. Staff caring for babies know them well and act to meet their individual needs.

Children become competent learners as staff join them in activities and encourage them to persist with completing a picture or pushing a button on an activity centre.

Children are engaged in activity throughout their time spent in the nursery and are able to choose the toys and equipment for themselves as equipment is stored in rooms in a way which is easily accessed by children.

All children are developing an awareness of what is right and wrong as staff gently explain how another child may feel when conflict arises. Apologies are encouraged from one child to another. Children enjoy time spent playing together with staff. Staff listen to and usually challenge them to take the next step, such as trying to form the letters of their name or use the mouse for the computer independently

The setting uses frameworks, such as the 'Birth to three matters' and the Foundation Stage curriculum to plan what children will be doing. Staff generally make observations on what children can do and have begun to use these to plan the next steps for the group of children.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have an understanding of the Foundation Stage and make observations on what children can do. They plan a range of activities for children which assist development towards achieving the early learning goals. However, plans are made for groups of children. This affects the rate at which individual children make progress as planning is done on whole group needs rather than on individual children's needs. These plans are not yet shared with parents when discussing individual children.

Staff are starting to plan the environment to allow children constant access to areas of continuous play. This begins to assist teaching and children's learning as every indoor area is accessible and meaningful to children. For example, most equipment in the pre-school is stored at child height meaning children can choose equipment they want to play with. Children are developing friendships and are increasingly able to wait their turn in a shared activity, such as a game or jigsaw.

Children are becoming confident communicators and readily ask questions of visitors. Many are beginning to ascribe meaning to marks and listen to stories with interest and understanding. Children's mark making skills are developing well as they write their names with increasing confidence and can name and write individual letters. However, staff do not use consistent letter formations when encouraging children to write, which impedes children's skill in forming letters correctly. Their creativity is developing well as they design collages and produce pictures illustrating the story of 'The Ugly Duckling'. Children use imagination with assistance from an adult as they use soil in a variety of ways, initially for digging but developing it into earth and a means of building a house. Children join in songs at circle time and many children know the full song. They choose the songs they like and relish, singing the bits they know more loudly.

Children are developing the concept of numbers as they join in songs at story time. They are able to count the number of objects in pictures correctly. They show increasing confidence with numbers as they independently count the number of meals ready on the table in their imaginative play. Children show natural curiosity and begin to use tools, such as scissors, for a purpose. They delight in showing visitors their recently completed sunflower pots and can talk confidently about waiting for the light and water to make the seeds grow. This enhances their knowledge and understanding of the world around them.

Helping children make a positive contribution

The provision is inadequate.

Children are happy and settled in the centre, they separate well from parents or carers. Children feel a sense of belonging as they point out their pictures and other work displayed to parents as they are being dropped off. There are good systems for gathering detailed information about babies' individual routines before they are admitted to the setting. This means babies are cared for as individuals and eat, sleep and play as they need to.

Children have access to a wide range of opportunities which encourages their understanding of diversity, for example, playing with multi-cultural dolls and clothes, kitchen utensils, books and jigsaws. There are many planned activities to celebrate festivals which are linked to both children's own customs and those of the wider community. Children are developing an excellent knowledge of the wider world as they learn to greet others in different languages and proudly tell visiting adults which language it is and where it comes from.

There is a robust policy for meeting additional need. There is a clear system in place where need is assessed prior to admission and where needed additional training is undertaken. As a result, children who have additional learning needs or disabilities have them met effectively and their parents are part of the overall plan. Staff are confident to identify if children are having difficulties and speak to parents, allowing children's individual needs to be identified and met at an early stage.

Children behave well. They are developing strategies for making friendships taking turns and settling disputes as staff are competent role models who talk about being kind to each other and feelings. Children are given individual support to succeed in situations that they find difficult, such as meal times. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents are welcomed into the setting. There is written information that is offered to parents in a variety of ways. Information on how care and education is provided is of an acceptable standard and is given to parents in written form as well as by talking directly to them. In the pre-school parents are provided with information about the early learning goals and the child's record of achievement evidences their progress towards them. These records are shared with parents on request and are given to children at the end of their stay. In the baby unit and the toddler room information on how their child has spent the day and had their needs met is communicated to parents through the use of a written record sheet. This informs parents of how their child has been cared for on a day to day basis. Children in all areas of the setting take work home regularly.

There is a written policy and procedure for dealing with complaints. However, the record is not fully maintained, as it contains no information on a complaint made to Ofsted in the months preceding the inspection. The setting has not yet defined how it will make appropriate information on complaints made about the setting available to parents on request. This breaches regulation.

Organisation

The organisation is inadequate.

There are recruitment procedures in place that ensure that safe, suitable practitioners work with the children. However, these are not used fully, resulting in staff who have not completed the checking process having sole care of children when staffing shortages occur. In addition, the ratio of staff to children is not consistently maintained at lunchtimes leaving children's individual needs being unmet. They cannot move around freely due to large groups of children being cared for by one staff member, whilst other staff are either on lunch breaks or cleaning up after lunch outside the areas where children are cared for. This organisation and deployment of staffing severely compromises the care children receive during this period.

The mainly qualified staff team have, in the past, made use of opportunities for training which develop children's care and learning. For example, staff have attended induction training and training in relation to the Foundation Stage curriculum, first aid and safeguarding children. Training is planned to ensure that any requiring updating, such as first aid, is done in a timely fashion. Staff are usually deployed according to their skills and experience. However, staff changes and shortages have prevented the usual round of staff and one to one meetings taking place.

Leadership and management is satisfactory for nursery education but this does not apply to the whole of the setting. The management team are developing roles and responsibilities whilst supporting staff and children through a period of change. In the pre-school area staff meet and plan together regularly. They are confident in planning experiences which help children progress towards the early learning goals.

The nursery has experienced a period of difficulty following several changes of staff. As a result of this and ensuing staffing difficulties, the setting has not followed many of its own procedures. The setting had not completed the pre-inspection self-evaluation form and managing and organising is taking place on a day to day basis. There are frameworks for staff meetings and individual meetings for staff, these have been used to organise the setting effectively in the past, but until staffing issues are fully resolved it will be unable to implement fully. The setting is starting to be able to assess its own strengths and weaknesses after an extremely difficult period of staff changes.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection it was recommended that the setting ensured that children did not have access to the kitchen and that the complaints policy was updated in order to reflect information on the regulator. Since that time the setting has affixed safety gates to ensure that all children cannot access the kitchen and the information displayed for parents has been updated to show information on how to contact Ofsted as the regulator. This increased the quality of safety and care of children.

At the last nursery education inspection it was recommended that the setting consolidated methods of assessing and recording children's progress towards the early learning goals and that information on children's assessments was shared regularly with parents. Staff changes in the nursery since the last inspection have meant that staff are not able to identify action taken to address these issues. However, there is a record of how children are progressing towards the early learning goals, this record is available for parents to see on request and is given to the child's parents at the end of their stay in the pre-school room. The lack of clarity on progress since the last inspection in Nursery Education is reflected in the main body of this report, as it has an impact on the speed at which children make progress.

Complaints since the last inspection

Ofsted received concerns relating to National Standard 6- Safety; and National Standard 4- Physical Environment. A visit was made in September 2006. Actions were raised in relation to National Standard 6. The provider undertook a risk assessment and took action to improve the safety of children. Ofsted are satisfied that the provider has taken appropriate action to address the concerns raised and remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- develop and implement an action plan detailing how any person who has not been vetted will never be left alone with children
- develop and implement an action plan detailing how you will ensure that minimum staffing ratios for direct care of children will be met at all times and reflect contingency arrangements for staff absence and meal breaks
- ensure that the premises are clean, that good hygiene practises are used to prevent the spread of infection and that children are consistently encouraged to learn about personal hygiene
- ensure that the premises are maintained in a suitable state of repair and there is sufficient space and equipment for children to rest quietly and sleep
- ensure that the premises are fully secure, that there is a fully effective system for managing access to the premises
- ensure that a record is made of all complaints relating to the national standards and develop a process for sharing information on complaints with parents on request

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the use of the outdoor equipment to ensure that it provides sufficient challenge for all children in the pre-school area
- review the teaching of letter formation to ensure that it is consistently used by all staff
- develop strategies to ensure sure that the information gathered in the assessment records is shared regularly with parents and carers and encourage them to contribute their observations

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk