

Victoria Day Nursery

Inspection report for early years provision

Unique Reference Number	302874
Inspection date	07 November 2007
Inspector	Pauline Garfield
Setting Address	9 Victoria Crescent West, Barnsley, South Yorkshire, S75 2AE
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Registered person	Sheila Waddington
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 inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Victoria Day Nursery opened in 2000 and is run by a private provider. It operates from a two storey building close to Barnsley town centre. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 throughout the year, with the exception of bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 78 children aged from eight months to under five years on roll. Of these, 27 children receive funding for early education.

The nursery employs 11 members of staff, who all hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Staff have some understanding of hygienic procedures. For example, they know to clean the table after snack in the baby room. However, the table is not cleaned before snack and food is put directly onto the table for children to eat. There are appropriate nappy changing procedures in place. For example, staff wear protective clothing, such as gloves and aprons. However, the floor area around the nappy changing area is cluttered with plastic bags containing clothes and nappies. Older children are encouraged to wash their hands throughout the day. However, the soap dispenser in the children's toilets is broken and children wash their hands with water only. This means that staff do not promote the good health of children and do not take positive steps to prevent the spread of infection. Young children have individual dummy pots and some equipment is sterilized on a weekly basis. However, some equipment is dirty, such as dolls, and access to both a toy cupboard and the office is restricted due to clutter. A first aid box is in place and staff are first aid trained.

Older children do not independently access food and drink at snack time. Staff pour drinks for children and count four pieces of fruit onto a plate at snack time. Children are provided with healthy meals at lunch time but are not given the appropriate cutlery to develop their independence. For example, most children are given spoons to eat with. This restricts children's independence and their developing social skills. Children do not have access to drinking water throughout the day.

Children have the opportunity to participate in a suitable range of physical activities, which contribute to their good health and well-being. They show enthusiasm and are eager to access the outdoor equipment available. For example, children balance on beams and use a climbing frame to develop their gross motor skills. Indoors older children take part in action rhymes and young children explore the environment and are taken on outings around the local environment to ensure they benefit from the effects of fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are not adequately protected as staff have a limited understanding of child protection procedures. The child protection policy is not readily available and staff have not attended child protection training. This means that all adults working and looking after children in the provision are not able to put the Local Safeguarding Children Board procedures into practice. Children learn about fire safety as the evacuation procedure is regularly practised with them, which helps them to learn to keep safe. General risk assessments are in place, however, staff do not take positive steps to promote safety within the setting. For example, the glass door is left open in an area where children use equipment outdoors, such as bicycles, and the kitchen door which leads to the playroom is propped open. In addition, a member of staff walks around the nursery holding a hot drink in her hands, whilst children are in close proximity. This compromises children's safety. Entry to the nursery is secure and controlled by a member of staff. Internal doors are restricted with a number key pad which prevents unwelcome visitors accessing the nursery.

The nursery environment is bright and colourful with attractive displays of children's work, which promotes their self-esteem effectively. Children under two have their own room, which

has a separate nappy changing room, kitchen and sleeping area. Children from the ages of two to five share the same room and have access to some satisfactory resources and toys. Toys and resources are suitable in design and conform to safety standards.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Young children in the baby room play with musical instruments and crawl to reach for a range of age appropriate toys. Staff have attended 'Birth to three matters' training but planning is very limited. For example, play dough is the planned activity for the day, and there are limited toys and activities made from natural resources, such as wooden or shiny objects. Planning is not available for older children. Children enjoy singing nursery rhymes with actions in a group, for example, 'Twinkle, twinkle little star'. They approach staff with a doll and a blanket and staff interact with them supporting them appropriately as they wrap the doll in the blanket. Children enjoy constructing with bricks and make an aeroplane. They move around the nursery with ease and confidence. They are supported by staff who value what children have to say. For example, when children talk about their family and friends going on holiday.

Nursery Education.

The quality of teaching and learning is inadequate. Children enjoy coming to nursery and are supported by staff. However, staff do not have a secure knowledge of what children know, understand and can do, as they are not involved in the planning and recording of children's achievements along the stepping stones towards the early learning goals. The manager and teacher plan activities and complete assessment sheets. However, some assessment records do not have any entries at all. The manager has a weekly meeting with staff to explain what activities they are required to provide. However, planning is not displayed, staff have not had a meeting for the last two weeks and they do not know what the focus activity is for the day. Staff make some written observations which are used by the manager and teacher to complete the assessment records. However, these observations are not linked to the stepping stones towards the early learning goals. This means that staff are not involved in the planning of activities and the recording of children's achievements in assessment records. Planning and assessment does not identify children's achievements along the stepping stones towards the early learning goals and this is not used to move children onto the next stage of learning.

Children make good relationships with staff. They encourage them to choose the colour of the tissue paper they wish to use in the creative activity. However, children have limited opportunities to explore a range of natural materials, explore colour, use musical instruments and are unable to show an interest in information and communication technology due to the lack of a working computer. Staff put children's names on labels and then stick them onto children's work. Children do not have resources and activities both indoors and out for them to ascribe meanings to marks, understand the concept of writing for a purpose and recognise their own name. At circle time children take turns at talking and listening, and talk about fireworks and the noises they make. Children take part in an activity linking letters to sounds, and can sound out some letters in words.

Children sort coloured toy animals into bowls. They use mathematical language and talk about the shapes of everyday objects. Children develop their hand-eye coordination as they use spatulas to glue and stick box models together. They make a fish tank from collage materials and they know the tank will take four yogurt pots. Children paint with ready mixed red and black paint but do not have opportunities to use powder paint and mix their own colours.

Children have access to some dressing up clothes but the role play area is unsatisfactory and they do not access this area as it has very little equipment and resources. Children show a sense of space and coordination as they hop across the floor indoors. They explore the outdoor play area and pedal a toy tractor with ease and control.

Helping children make a positive contribution

The provision is inadequate.

The information available for parents is insufficient, which results in parents not being fully aware of the nursery's working practices and how their children's individual needs are being met. For example, parents have an information board which has a behaviour management policy. However, parents do not have access to any other policies and procedures and information on the notice board is out-of-date, for example, children's planning is two weeks out-of-date.

Partnership with parents and carers of children who receive nursery education is inadequate. Although there is a verbal open door policy for parents, they are not provided with any opportunities to share their children's achievements towards the early learning goals. Staff do not work with parents to support children's learning and do not share any information with parents or use this to inform planning.

Children are praised and encouraged as they tidy toys away. Rules are displayed in the nursery and children are well behaved. Children share resources and negotiate whose turn it is next to play with the doll. There are systems in place to support children with learning difficulties, disabilities, and with English as an additional language. Children are introduced to the celebrations and festivals of others from the wider world through visitors. For example, children dress up in clothes and take part in an Indian dance activity. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is inadequate.

The leadership and management is inadequate. Staff are appropriately vetted and have suitable skills to work with children. However, they have not received appropriate training to ensure they are meeting the needs of the children that attend. For example, child protection and nursery education. The registration certificate is displayed but all policies and procedures are not available for inspection. The owner/manager has a 'hands on' approach and takes overall responsibility for planning, assessment and also works alongside staff in the nursery without delegating responsibilities. This results in staff lacking the knowledge of how to help all children progress towards the early learning goals. The nursery staff work with a teacher from the local authority to provide nursery education but are unclear on which areas they are working on to improve, and are unable to find any recent correspondence regarding this.

The complaints policy contains an old address and telephone number of Ofsted, and a complaints log is not in place. Space is organised in some areas to meet the needs of the children for example, children in the baby room have a separate sleeping area. However, some areas in the two to five- year-old room are cluttered with boxes for creative activities. For example, under the painting easel. Staff record children's daily intake of food, nappy times and rest patterns and share these details with parents.

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

Improvements since the last inspection

Three recommendations were raised at the last care inspection relating to the operational plan, the complaints procedure and child protection. Some improvement have been made and the child protection policy includes a statement with regard to any allegations made against a member of staff. However, overall the improvements made are insufficient in all areas. For example, the operational plan is not readily available and the complaints procedure is out-of-date.

At the last nursery education inspection three key issues were raised relating to mathematics for more able children to be able to carry out simple experiments and for staff to develop an understanding of how to support children with English as an additional language. Some improvement has been made and staff use everyday opportunities, for example, at snack time to promote mathematics. Staff are aware of the strategies to support children with English as a second language and to work with parents to support children's needs. Some work is done with more able children. For example, looking at spiders. Overall, some improvements have been made in these areas.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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:

- promote the good health of children and take positive steps to prevent the spread of infection
- take positive steps to promote safety within the setting
- ensure that all adults working and looking after children in the provision are able to put the Local Safeguarding Children Board procedures into practice.

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, the registered person **must** take the following actions:

- further develop planning and assessment to ensure children's achievements along the stepping stones to the early learning goals is identified and use this information to move children onto the next stage of learning
- provide further resources and activities both indoors and out for children to ascribe meanings to marks, understand the concept of writing for a purpose and recognise their own name
- further develop opportunities for children to explore a range of natural materials, explore colour, use musical instruments and show an interest in information and communication technology
- improve the quality of information given to parents about their children's achievements towards the early learning goals. Work with parents to support children's learning and use this to inform future planning
- consider how staff will be involved in planning activities and recording children's achievements.

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

The Department for Education and Skills and the local authority have been informed.

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