

Pool House Under 5's Nursery

Inspection report for early years provision

Unique Reference Number	502191
Inspection date	11 July 2007
Inspector	Ann, Theresa Flynn
Setting Address	Kidsgrove, Tanterton, Preston, PR2 7BX
Telephone number	01772 732 628
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Registered person	Pool House Under 5's Nursery Committee
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?

Pool House Under 5's Nursery has been registered since April 2001. The nursery is operated by a management committee and is situated in the Tanterton area of Preston within Poole House Community Primary School. The nursery is self contained, having its own entrance and outdoor play area. There are two rooms set adjacent to each other, one of which provides care for children aged two to three years and one of which provides care for children aged three to five years.

Registration is for a total of 38 children age two to five years, presently there are 37 children on roll, 23 of whom are funded for nursery education. The provision operates term time only and operates from 09.00 until 15.00. Currently there are no children attending for whom English is a second language or who have learning difficulties or disabilities.

The staff team consists of a nursery manager, deputy nursery manager, plus four other staff members. Two staff are qualified to level 3 in child care, the remaining four staff are trained to level 2.

The setting receives support from Sure Start and are members of the Pre School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's health is sometimes promoted through staff wiping tables and children washing hands prior to eating snack. Children know why they wash their hands stating "they might have germs", thus demonstrating knowledge of how to maintain their good health. However prior to eating a packed lunch children did not wash their hands despite playing with various activities prior to lunch, children eat their lunches directly off the tables without use of plates or napkins.

The toileting procedure for children aged three to five years is chaotic. Hand washing prior to snack time involves all 15 children trying to access toilets, wash and dry their hands and line up, at the same time in the small toilet area. The hand dryer is noisy and constantly being used, the floor is wet due to the number of children washing hands and some children are observed standing close to staff looking anxious. Therefore, the procedure children follow for using the toilet does not meet children's individual needs.

Within the group room catering for children aged two to three years, the nappy changing area has no hand wash basin and staff have to access the kitchen area to wash their hands following the changing of nappies. Children within this room use potties and have their nappies changed in an open changing area by the door leading into the room, being seen by everyone entering the room and therefore they have no privacy.

Children enjoy regular outdoor play, thus providing opportunities for children to access fresh air and exercise. Children access outdoor resources including, bikes, sit and ride cars, scooters and balls, which helps to develop children's physical skills.

Snack time provides a social occasion during which children sit together with the staff discussing many issues. Children enjoy snacks of various fruit slices, toast and crumpets, which they choose themselves from a large plate at the centre of the table. Children are not able to freely access drinks themselves, although a jug of water is available within the room for children aged three to five years, there are no cups for the children to drink from and therefore children's thirst may go unquenched.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children within the two to three year room are cared for in an environment with space which is organised enabling children to play and eat as necessary. However there is no specific area within the room for children to rest or sleep.

The three to five group room is very cluttered with tables and chairs, cupboards and other various resources contained within the room, providing limited areas in which children are able to play. The room is untidy, with table tops and cupboard tops cluttered with many items. The role-play area has within it a table, pram, large mirror and cot leaving no room for children to engage in their play. The book area has dirty cushions on the floor, books in disarray with pages

missing and text books which are not age appropriate. The work or craft area is disorganised and untidy and therefore the environment for children based within this group room is uninviting.

Children's safety is compromised due to the lack of procedures to keep children safe. For example, the register of attendance is not completed as children arrive and staff are unaware of the exact number of children present after an hour of the start of the session. The signing in sheet which identifies the number of children present reflects 11 children are present when the actual number of children present is 15. Staff state risk assessments are undertaken to maintain children's safety, however the last risk assessment undertaken was seven months ago. The television which is stored on top of a cupboard at children's height has balanced on top of it a video player and a DVD player, therefore posing a danger to children. Staff practise emergency evacuation procedures with children to ensure they are aware of the evacuation process. However, a new staff member who has been employed for three weeks has not to date been involved in an emergency evacuation practice, thus putting children's safety at risk.

Staff lack knowledge regarding child protection procedures and there is no written procedure available to which staff are able to refer, therefore the safety and welfare of children is compromised.

Helping children achieve well and enjoy what they do

The provision is inadequate.

The children under three years receive cuddles and individual attention from staff who help children with activities, such as gluing. Staff state they follow the Birth to three framework however, they are unsure about how the framework helps children to progress. Activities are basic, including water play, role play area, craft and table top activities. Staff interact with the young children who are occupied with the activities offered, thereby providing opportunities for young children to find out what they can do.

Activities and opportunities provided for children are basic and therefore children are not sufficiently stimulated, challenged or have their interest maintained and therefore do not sufficiently develop or achieve within the setting. Children have access to basic activities both indoors and outdoors and staff are on hand to oversee children rather than to support and interact to help them progress. The children in the role play area initiate their own imaginary play, however, the lack of space within this area limits children's enjoyment. Some activities help children to develop their social skills, such as snack and registration time, which involves developing children's language and understanding of how to share.

Staff do not manage behaviour well and this affects the way children enjoy and achieve. For example, during the afternoon session children are upset and unsettled throughout the session, becoming increasingly more distressed. Staff bring out a new board game and begin to involve children in the game, the staff member is needed elsewhere and therefore moves away from the game, leaving children who then lose interest and begin throwing the dice, eventually wandering away from the game disappointed. Therefore, the poor way in which staff manage behaviour restricts the way in which children are able to enjoy and achieve.

Nursery Education

The quality of teaching and learning is inadequate.

Children's learning is limited due to practitioners' lack of knowledge and understanding of the Foundation Stage and how young children learn. Inappropriate activities restrict children's learning and development and teaching is ineffective. For example, children are asked to "add up numbers on a dice" during the bus game and are then asked to "take away" numbers thrown on the dice, which children do not understand. Staff ask children about what shape two triangles make when put together and the lack of interest children display within the discussion confirms the inappropriate questioning of such young children. However, some learning takes place as staff discuss issues about sharing the cushions within the book area to make children think and help them to learn about sharing.

Children are encouraged to be independent by putting on their own coats for outdoor play and aprons for playing in the sand. However, they are not always able to make their own choices for learning. The curriculum is not sufficiently matched to children's interests and the opportunities for children to choose the activities with which they wish to be involved are limited. For example, children spend a great deal of time lining up and involved in activities without choice such as, outdoor play and discussion time.

Children are learning to socialise, as they are developing an understanding of how to share. Children's personal independence is developing as they learn skills, such as pouring their own drinks during snack and learning to dress and undress during role play.

Children's literacy skills are limited, their enjoyment of books is hindered due to the uninviting book area, dirty cushions and books in disarray. Labels around the room are torn and are therefore unable to be identified as complete words. There are limited opportunities for children to mark make and a lack of discussion about the sounds of letters, limits children's development of literacy .

Children's understanding of mathematics is restricted, as they experience limited opportunities to identify numerals, calculate or problem solve. Staff question children inappropriately asking them for example, to "add up" and then to "take away".

Children are learning about the world in which they live by beginning to understand about beliefs and customs of others as they discuss skin colour and are involved in activities to learn about other cultures. Children access information technology and are learning how to operate simple equipment. Children's creativity is developing through experiences, such as painting, gluing, and imaginary play, thus providing opportunities to develop children's creativity and imagination. However, many of the resources are disorganised and are therefore uninviting for children.

Although planning is in place, it does not provide a learning environment and programme of activities which is conducive to helping children progress because staff are unaware of how planning and assessment link. The planning is clear and easy to follow but due to staffs' lack of knowledge they are unsure if all aspects of the curriculum are covered within the various activities. The staff have little understanding of how planning works in practice and are unable to explain how differentiation meets children's individual learning needs. Staff do not use assessments of children's progress to inform future planning and could not explain the link between planning and assessment. Children's assessments do not provide a clear picture of their progress or clearly identify the next steps in their learning and therefore planning and assessment is ineffective in helping children to make adequate progress in their learning.

Helping children make a positive contribution

The provision is inadequate.

Children are provided with some opportunities to develop their awareness and understanding about diversity. They have access to a range of resources, including books, dolls and posters reflecting children from around the world. They undertake activities involving the cultures of others for example, dressing up in traditional dress, which help's children to understand about the diverse society in which they live.

Children's individual needs are not well met. Children are expected to rest or sleep using cushions which are dirty, in a book area, which is not conducive to sleeping undisturbed. All children are expected to join in with activities which do not always interest them and are inappropriate for their age. For example, the discussion on shapes, therefore not catering well for children's individual needs and not providing children with adequate choices for their play.

Some children behave well but are affected by the negative and sometimes disruptive behaviour of their peers. Staff do not manage behaviour well, for example, children whose behaviour is unacceptable are not spoken to by staff to explain the consequences of their actions. Therefore they are not learning the difference between right and wrong. Staff struggle to manage behaviour appropriately and become involved in confrontation with children, staff's attention is completely overtaken by the negative behaviour of some of the children to the detriment of the other children present. Children's spiritual, moral, social and cultural development is not fostered.

The partnership with parents and carers is inadequate. Upon arrival parents quickly take their children, having limited discussion with staff who are busy overseeing other children and have little time to speak with parents. Parents are not fully informed because there are no policies or procedures available for them to access and therefore they do not have information about how the setting works in practice. They receive little information about the frameworks for learning or about their child's progress and are not involved with their child's learning.

Organisation

The organisation is inadequate.

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

Time and space is ineffectively organised so that children are unable to independently play and relax within the setting. Children do not easily access resources due to the cluttered space, which limits the areas in which children are able to play, therefore hindering children's development. Time is not well organised with children spending much of their time at the setting lining up or being involved in activities which do not interest them and therefore not meeting their individual needs.

All staff employed have an enhanced criminal record check and staff are deployed within the rooms to oversee children rather than to offer appropriate levels of support. Staff do not regularly access training and therefore the support they offer to children to help them to progress is limited. There is no evidence to confirm that staff have suitable training in first aid and there is no induction procedure in place for newly appointed staff. Staff appraisals are ineffective because the requests from staff regarding their professional development are not acted upon and therefore positive outcomes for children are not promoted.

Documentation is not maintained in line with National Standards. The register of attendance and signing in sheet do not correspond to the numbers of children actually present. For example, on the day of inspection the signing in sheet reflects 11 children as being present in the three to five room when in fact 15 children are present. Accident records are maintained but in a disorganised manner, medication records do not include the name of the medication being administered, the incident record is not sufficiently maintained because entries are not fully completed and there are no policies and procedures available. Therefore the management of the setting and the care of children is not adequately maintained.

The quality of leadership and management of the nursery education is inadequate.

Staff do not have adequate understanding of children's learning and therefore the curriculum planning is not effectively delivered by the staff, thus hindering children's progress. There is no system in place for monitoring and evaluating the provision of nursery education and therefore there is no clear sense of purpose or commitment to developing or improving the provision.

There is a formal staff appraisal system in place which is ineffective and does not promote the professional development of staff. Therefore due to inadequate leadership and management of the provision the quality of both care and education is inadequate.

Improvements since the last inspection

Following the last inspection three recommendations were raised relating to documentation and staff knowledge.

Improvement has been very limited with only one aspect of the documentation receiving attention, which is the fire procedures. Documentation relating to the medication and incident record and children's observations and assessments has not received attention.

Staff's understanding of child protection issues and procedures has not received attention.

Due to the lack of improvement since the last inspection the care and education of children is poor.

Complaints since the last inspection

Since the last inspection there has been one complaint received in July 2005 concerning children's behaviour. The provider investigated the complaint 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:

- promote the good health of children by reviewing toileting procedures for children aged three to five years and by providing privacy for children when using potties and during nappy changing within the two to three group room
- promote the safety of children by making safe the way in which the television, video and dvd players are stored
- promote the safety of children by ensuring the records of attendance reflect the actual numbers of children present
- plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs
- develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development
- improve organisation by providing evidence of staff training in first aid and by devising an effective procedure for staff induction
- improve organisation by improving the way records are maintained, especially in relation to the accident, incident and medication records and by ensuring policies and procedures are maintained as required by regulation

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:

- improve the provision for nursery education by developing planning ensuring all aspects of the curriculum are sufficiently covered in an age appropriate manner
- improve the provision for nursery education by developing children's observations and assessments ensuring they provide a clear picture of children's progress and clearly identify the next steps in their learning
- improve teaching and learning by ensuring staff's knowledge of the foundation stage is sufficient for them to be able to deliver an appropriate curriculum to help children progress in their learning
- develop partnership with parents by ensuring parents are fully informed about the curriculum and involved in their child's learning
- improve leadership and management to ensure the provision for nursery education is effectively managed, monitored and evaluated.

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