

Bo Jangles Day Nursery

Inspection report for early years provision

Unique Reference Number	EY363876
Inspection date	14 May 2008
Inspector	Angela Rowley
Setting Address	Bojangles Nursery, 49 Bradford Street, BOLTON, BL2 1HT
Telephone number	01204 391 704
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Registered person	Little Stompers Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Bo Jangles Day Nursery is owned and run by a registered company known as Little Stompers Ltd. The nursery operates from a converted house which is situated in the Haulgh area of Bolton, close to the town centre. The first two floors of the building are used for childcare, comprising a baby unit, toddler unit and pre-school unit. Out of school care is also incorporated into the pre-school areas during school holidays. There is an enclosed outside play area which is shared by all children. The nursery is open each weekday from 07.30 to 18.00, with the exception of public holidays.

A maximum of 64 children under eight years may attend at any time. There are currently 55 children on roll, of these, 18 receive funding for nursery education. The nursery employs 12 childcare staff including the manager. The majority of staff hold relevant early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Procedures to protect children's health are inconsistent. Children are at risk from the spread of infection because the policy in relation to health exclusions is unclear and is not always implemented. Children and staff attend the nursery having been unwell, which compromises the health of others. Children's personal hygiene arrangements are poor as they share hand towels in the bathroom. Medication procedures are unclear and breach regulations. Children's health is hindered because the documentation used does not clearly evidence parental consent to administer and administration records are not always completed. Staff are unclear about the change in nursery procedures regarding giving medication when children become unwell in the setting and give infant paracetamol without specific written consent. Babies are at risk of illness because the setting has not kept up to date with guidance in relation to the safe storage of baby milk which is stored at room temperature if requested.

Routine cleaning procedures are in place and ensure that the premises and equipment are kept clean. Children are provided with individual face cloths, bedding and pots for the storage of dummies. The arrangements for minor accidents are sufficient as some staff hold current first aid certificates and consent for emergency treatment is sought.

A healthy lifestyle is suitably promoted. Children are provided with mostly nutritious meals which are freshly prepared on the premises each day by the cook. Fruit and vegetables are offered daily and children's individual dietary requirements are catered for. The arrangements for babies, however, sometimes lack consideration to guidelines for children under 12 months. For example, young babies are provided with liquidised fish fingers and chicken nuggets. All children are kept well hydrated as they have continual access to drinking water in their individual sports bottles and cups.

All children have some access to outdoor play each day which positively contributes to their health. Nursery children are taken out for short periods to access equipment in the small playground at the front and side of the nursery, which promotes their physical development. They play freely using the trikes, slide and rockers which are routinely available. Children accessing funded nursery education receive a satisfactory range of opportunities to help them develop their physical skills. They pedal with skill using the small trikes and they climb the steps to the small slide easily. Occasionally they use the more challenging equipment, such as a bigger climbing frame and balance beam, although these opportunities for challenge are not routine. Weekly swimming lessons are offered, at additional cost, and help children develop control of movements and provide good exercise. Some children are becoming competent swimmers.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety is compromised because of a lack of rigour in the staff vetting and recruitment process and the setting does not have clear guidance for what to do in the event of an allegation being made against a member of staff. The provider is unclear of her role and responsibilities in relation to this and her lack of understanding would compromise any child protection investigation which needed to take place. The setting has child protection procedures and local guidance. The provider and staff know the procedures to be followed in the event of more general concerns about children's welfare.

The nursery is homely and has retained a domestic feel which provides a welcoming environment for children and their families. It is suitably maintained and space is mostly used appropriately to meet children's developmental needs, although babies sleep a short distance from their base room and staff mainly rely on a listening device to monitor their safety. Small adjacent activity rooms are used on each floor, which are well planned in providing for a range of different play opportunities, although children are often directed as to when they can access each area. Resources are plentiful, although only a narrow range are available for some children to self-select from at any one time.

Children are kept safe in the setting and on outings, although the supporting documentation in relation to this is weak. Annual risk assessments are completed by the setting's health and safety officer, which are supported by monthly premises checks. Some evidence of premises and equipment safety and maintenance checking is available. Outings records are mostly maintained appropriately, although associated risk assessments have not been completed. Staff and the provider are, however, clear about how to organise such events safely. Missing child policies are inconsistent, although in practice staff know what to do. The use of cars to transport children has been organised adequately, although again the associated records are weak.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled and most enter happily. Many have formed relaxed and friendly relationships with a consistent staff team. They approach staff for cuddles and reassurance and benefit from some nurturing care. For example, babies hold up their arms to be picked up when a familiar adult enters the room. The consistency of a stable staff team, aided by clear staff communication ensures that all children's needs are known and met throughout the nursery.

Children are suitably stimulated. They are cared for in individual rooms according to their ages and stages of development. Staff work hard to make many of the rooms attractive for children by providing ceiling hung mobiles and displays of artwork. A basic key-working system assists staff in monitoring children's developmental progress.

Children are mostly provided with a suitable range of activities which extend their experiences and help them make progress in their development. A high emphasis is placed on creative activities which children enjoy, although much is adult-led and prevents children developing their own creativity. Staff use the 'Birth to three matters' framework to basically inform their practice and although babies are provided with occasional activities which encourage sensory exploration, the range of their experiences is limited.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making steady progress in all areas of learning and in some they make good progress. Staff are experienced and evidence a sound understanding of how children learn. They plan and provide a wide range of opportunities to provide children with new experiences across all areas of the curriculum. Some planning is clearly differentiated so that staff have clear learning intentions for children of differing abilities. In some areas children are continually challenged and make good progress, for example, some children are confident with numbers and are challenged to count the blocks on the tall towers they have built. Several children can count well beyond 10. In other areas, however, children lack challenge and the ability to think and reason for themselves. For example, children are not

involved in the setting of meal tables. They are directed as to when time is up for turns on the computer and they ask if there is room for them in different play areas.

Children develop a real love of books and stories in the setting because staff promote reading well. Children take library books home to share with parents, they routinely embrace the 'book of the week' and sit and listen intently to the stories read to them during routine times in the day. Children name the title of the book they would like to hear and some know the names of familiar authors. They know the role of the illustrator. Children are introduced to sounds and letters and make good attempts at saying initial sounds in words, although the resources used to support this learning are not in line with recent guidance and cause some confusion.

Children's learning is enhanced by the planning of activities which interest children. A recent dinosaur theme, linked to well known dinosaur stories, inspired children to construct with a purpose to make intricate models of dinosaurs, and label with an accurately pronounced dinosaur name.

Assessment of children's developmental progress is satisfactory. Staff have a sound understanding of how children make progress using the stepping stones, although the records of achievement are not systematic in showing the steady progress made. Staff are beginning to link what they know and have observed about children's learning to their short term planning to support individual learning.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed into the nursery regardless of their needs and backgrounds. Menus are adapted to meet children's special dietary requirements. Some practical activities and discussions are provided which help raise children's awareness of the wider community, such as different cultural celebrations and play with culturally diverse resources. Children with learning difficulties and disabilities are sufficiently supported. A designated coordinator has a sound understanding of her role and procedures to ensure children's identified needs are met. She works closely with parents and accepts guidance from external agencies to provide appropriate intervention.

Children benefit from consistent routines so they know what is expected of them. Some positive methods are used to reinforce and reward wanted behaviour. Children generally behave very well, and are very responsive to staff requests and explanations, although there are few systems in place to enable them to think for themselves and work with codes for behaviour. They show concern for each other and make real friendships. Their spiritual, moral, social and cultural development is fostered. The nursery's procedures for dealing with challenging behaviour are in the process of being reviewed.

Due to the intimate nature of the setting, many informal and friendly relationships have developed which enables information about children's needs to be shared. Staff talk with parents about what children have been doing and informally discuss what children can do. The youngest children in the nursery receive communication diaries to share information about their daily routines. All parents using the setting receive some informative information about how the nursery operates, including information about the transfer between each room.

Partnership with parents of children receiving funded nursery education is satisfactory. Occasional newsletters inform parents of future activities and some opportunities are provided

which enable parents to be involved in children's activities, for example, a recent Easter egg decorating competition. An annual parents evening is provided to inform parents about children's progress, although there are fewer opportunities for parents to be routinely informed about how they can contribute to their child's learning.

Organisation

The organisation is inadequate.

Whilst staff consistency is good, the provider is unclear about procedures to ensure that any new recruits are suitable to work with and around children. A small number of staff have not had sufficient checks carried out on them. This compromises children's safety. Suitable procedures are in place to ensure that staff are sufficiently skilled and they are beginning to receive development opportunities. Sufficient numbers of staff ensure that ratios are maintained and that children are suitably supported, although numbers of staff available during break times are minimal in the event of an emergency.

Most required documentation is in place, however, it is ineffective. A wide range of policies are available and have been reviewed following a change in ownership and operational procedures, although some are unclear and they are not guiding practice. Sick child exclusions information is inconsistent, as is the missing child policy. The child protection procedures are unclear as is medication documentation.

The leadership and management of the funded nursery education programme is satisfactory. The manager spends some time working alongside staff and makes observations in each area which ensures that lead staff have an understanding of the provision. Although systematic monitoring and evaluation of both the provision and the quality of teaching is not in place which leaves unidentified weaknesses. The setting takes appropriate advice and support from outside agencies to develop the provision and promote staff skills.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration Ofsted has received one complaint. Concerns related to: National Standard 1: Suitable Person; National Standard 4: Physical Environment; National Standard 6: Safety; National Standard 7: Health; National Standard 11: Behaviour and; National Standard 13: Child Protection. The concerns were originally shared with another agency.

An Ofsted inspector visited the provision on 10 April 2008. Actions were raised in relation to: National Standard 6, regarding risk assessments for potential hazards; National Standard 7, regarding hygiene procedures to prevent the spread of infection; National Standard 7, regarding medication procedures; National Standard 11, regarding the policy and practices relating to behaviour management and; National Standard 13 ensuring that all child protection concerns are reported.

Having taken action to meet the National Standards, the provider remained qualified for registration at the time these investigations were closed.

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:

- obtain written permission from parents before administering each individual course of medication to children and ensure that clear written records are kept of all medicines administered
- ensure that there are effective procedures in place for checking that staff are suitable to work with children
- devise and implement a clear policy about the exclusion of children who are ill or infectious and make sure parents and staff are made aware of it
- develop and review a clear operational plan and ensure that staff are able to put all policies and procedures into practice
- ensure good hygiene practices are in place, including children's hand-washing procedures, to prevent the spread of infection
- ensure that all food, including baby's milk formula, is safely stored and prepared
- ensure that clear child protection procedures, which include procedures to be followed in the event of an allegation against staff are in place, they comply with those of the Local Safeguarding Children Board (LSCB) are understood and are able to be implemented.

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):

- improve the challenges offered to children, particularly in enhancing their physical skills and the opportunities for them to take more personal responsibilities
- review the resources used to introduce children to sounds and letters
- improve the monitoring and evaluation of the quality of teaching so that weaknesses, such as in assessing children's progress, are identified and improved.

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