

The Gables Day Nursery

Inspection report for early years provision

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| Unique reference number | EY365123 |
| Inspection date | 22/09/2008 |
| Inspector | Ann Winifred Harrison |
| Setting address | New Street, Rushall, Walsall, West Midlands, WS4 1NW |
| Telephone number | 01922 637 777 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Gables Day Nursery was established in 1998 and was re-registered under the current owners in 2008. It operates from a single storey premises in Rushall. A ramp to the main entrance means that the premises are easily accessible. All children share access to a secure enclosed outdoor play area.

The nursery is open each week day from 08:00 to 18:00 all year round. A maximum of 50 children may attend the nursery at any one time. There are currently 74 children attending who are on the Early Years Foundation Stage (EYFS). Of these, 11 children receive funding for early education. Children come from a wide catchment area.

The nursery supports children with learning difficulties and/or disabilities. Staff are beginning to instigate partnership arrangements with other early years settings for children who attend another provision. The nursery employs eight full-time staff and seven part-time staff. 13 of the staff, including the manager, hold appropriate early years qualifications. The setting receive support from the local authority.

Overall effectiveness of the early years provision

There is not an effective system in place to evaluate the provision to ensure a consistent high standard or to look for ways to improve the quality of learning and development and care they offer. Staff support some areas of children's care and welfare satisfactorily. However, although the older children are making sound progress towards the early learning goals, the EYFS has not been fully implemented effectively to meet the needs of young children. Not all of the required documentation is in place and some policies are not fully understood by staff. An inclusive environment is provided and information is gained and shared adequately with parents.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure an effective safeguarding children policy and procedure is implemented including the procedure to be followed in the event of an allegation being made against a member of staff and ensure that all staff understand the policy and procedure 16/10/2008
- obtain information about who has legal contact with the child and who has parental responsibility 16/10/2008
- develop systems for monitoring and evaluating the provision to identify strengths and priorities for 16/12/2008

development that will improve the quality of provision for all children and bring about continuous improvement

- undertake sensitive observational assessment in order to plan and provide a varied programme of activities and resources for children under three years, which are appropriate for their stage of development and which promote all six areas of learning.

16/12/2008

To improve the early years provision the registered person should:

- develop further the risk assessments to ensure that hazards to children, both indoors and outdoors are kept to a minimum
- develop the safeguarding procedures to include the record of existing injuries
- promote the good health of children regarding children's individual bed linen and children's awareness of how to prevent the spread of infection
- improve the accessibility of resources to enable children to freely choose self initiated activities.

The leadership and management of the early years provision

The setting does not have an adequate system of self-evaluation and it does not give those in charge a good understanding of the strengths and weaknesses of the early years provision. The setting are currently undertaking an accreditation system to assess their work, but this has not been used effectively to highlight areas of strengths and weaknesses. Although staff have yearly appraisals, they do not work collectively to self-assess the provision and priorities areas for improvement. Policies and procedures are in place, but have not been reviewed by the new management and some are not fully in line with EYFS requirements.

Staff have some understanding of safeguarding issues and how to protect children in their care. They are aware of signs and symptoms of abuse and the steps to take should they have concerns. However, staff do not fully understand the procedure with regard to an allegation being made against a member of staff or the need to record existing injuries, which means children are not fully protected. Clear systems are in place for the recruitment and vetting of staff. This helps to ensure that staff are suitable to work with children. The majority of staff hold early years qualifications and have knowledge of child development. They are encouraged to attend a variety of courses to update their knowledge and skills.

Staff establish satisfactory relationships with parents and value their contributions. They provide parents with some written information about the general care and business arrangements. However, they are given limited information on the EYFS. Staff discuss individual needs with parents on entry. However, they do not obtain information regarding who has parental responsibility for the child. Parents are informed of their child's progress through a daily diary sheet and regular consultation with staff. Effective systems are in place to ensure that children with learning difficulties and/or disabilities receive appropriate care. The setting works

collaboratively with health professionals and parents to ensure equality of opportunity.

The quality and standards of the early years provision

Children's health is generally well promoted they are provided with healthy snacks, meals and regular opportunities to take part in physical play activities. Babies are cared for in a clean environment and staff ensure suitable hygiene routines. However, children in the toddler areas do not have individual bed linen which means there is a risk of cross-infection. They are encouraged to wash their hands before eating and staff explain to them why they need to keep their hands clean. However, they do not explain to children the importance of consistent personal habits such as putting their hands to their mouths when they cough to prevent the spread of infection. Children are beginning to learn about safety through routines, topics and role play. Staff complete risk assessments of the nursery although they do not take account of everything that children come in contact with, which means they are potentially at risk.

Children are content and happy in the setting. Staff are caring and generally interact well with children and parents. New children are sensitively settled into the setting and parents are kept well informed of how they have been whilst they are away. Children and babies enjoy singing songs and listening to stories, which helps to develop their communication skills. The setting have a good range and variety of resources, although these are not always arranged to give children maximum choice and to enable them to self select and initiate their own play. Children behave well and are learning how to share and staff have a good understanding of how to manage any unwanted behaviour.

Children over three years are provided with suitable opportunities to help them make progress across all areas of learning and development. Staff use their sound knowledge of how children learn to plan a flexible programme of activities. They use good questioning skills to consolidate children's learning and prompt creative thinking. Children are confident to talk to staff and peers and tell them what they have been doing at home as they pass 'Talking Ted' around at circle time. Staff's knowledge of the EYFS with younger children is limited and therefore they do not plan sufficiently well to meet each child's needs. They conduct observations of children and devise individual plans for their key children, however, these do not cover all areas of learning and are not reflected in the daily plans and activities. As a result, their learning and development is potentially restricted.

Annex A: record of inspection judgements

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

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | Satisfactory |
| How well does the provision promote inclusive practice? | Satisfactory |
| The capacity of the provision to maintain continuous improvement. | Inadequate |

Leadership and management

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|---|--------------|
| How effectively is provision in the Early Years Foundation Stage led and managed? | Inadequate |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Inadequate |
| How well does the setting work in partnership with parents and others? | Satisfactory |
| How well are children safeguarded? | Inadequate |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Satisfactory |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | Satisfactory |
| How well are children helped to stay safe? | Satisfactory |
| How well are children helped to be healthy? | Satisfactory |
| How well are children helped to enjoy and achieve? | Satisfactory |
| How well are children helped to make a positive contribution? | Satisfactory |
| How well are children helped develop skills that will contribute to their future economic well-being? | Satisfactory |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since 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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