

Pear Tree Nursery/Kidzone

Inspection report for early years provision

Unique reference number EY344683
Inspection date 09/02/2009
Inspector Karen Ling

Setting address Mary Street, Longtown, Carlisle, CA6 5UG

Telephone number 01228 791 005
Email peartreenursery@btconnect.com
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Pear Tree Nursery/Kidzone is managed by Longtown Childcare Trust Ltd. It opened in 2007 and operates from four rooms in the former Junior school building in Longtown, approximately nine miles north of Carlisle. A maximum of 50 children under eight years may attend the setting at any one time. The nursery takes children from birth to five years and is open each weekday from 08.00 until 18.00. Kidzone is open after school each weekday until 18.00 and during school holidays. It takes children from four years of age and also offers care to children aged eight to 11 years.

There are currently 62 children on roll and, of these, 35 are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children. All staff hold appropriate early years qualifications and the manager is currently working towards Early Years Professional Status. The provision receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of provision is inadequate. The equal opportunities policy and the availability of the facility and resources to all children provide an inclusive and welcoming service overall. Those responsible for managing and providing care have not put in place all the necessary policies and procedures and are not sufficiently knowledgeable about the Early Years Foundation Stage statutory framework's legal requirements and guidance. Weaknesses within the provision have not been accurately identified. The manager is aware of some shortfalls, including unprofessional practices amongst some staff, and has made inroads into dealing with this. However, issues are not being tackled with sufficient urgency, including those identified at the last inspection.

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:

- implement self-evaluation and monitor the quality of provision so that areas for improvement are highlighted and plans for the future are well targeted (Organisation) 30/04/2009
- plan a challenging and enjoyable range of experiences across all areas of learning and development 30/04/2009

appropriate to each child's individual needs; make systematic observations and assessments matched to the expectations of the early learning goals and use information to inform planning (Educational Programmes)

- implement an effective safeguarding children policy and procedure including the procedure to be followed in the event of an allegation being made against a member of staff; ensure that all members of staff understand the policy and procedure (also applies to both parts of the Childcare Register)(Safeguarding and welfare) 30/04/2009
- ensure the recruitment policy is rigorous, relevant to the provision and understood by those involved in recruitment, and that records include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they were obtained (Suitability of adults) 30/04/2009
- put in place a written procedure for dealing with concerns and complaints from parents in line with the legal requirement and keep a written record of complaints and their outcome (also applies to both parts of the Childcare Register) (Safeguarding and welfare) 30/04/2009
- conduct regular risk assessments, for outings include an assessment of hygiene requirements and ratios: maintain a record of these particular aspects and outings and when and by whom they have been checked (also applies to both parts of the Childcare Register) (Suitable premises, environment and equipment) 30/04/2009
- provide information for parents as set out in the legal requirements (also applies to both parts of the Childcare Register) (Suitable premises, environment and equipment). 30/04/2009

The leadership and management of the early years provision

Daily routines are known by all adults and, as a result, the day-to-day management of the provision runs smoothly overall. Lunchtimes for older children are not always well organised. Due to a lack of focused leadership and self-evaluation, staff do not receive adequate direction and the quality of provision is not monitored effectively. A number of legal requirements are not being met. Some policies, procedures and records required for the safe and efficient management of the provision are not in place. In particular, staff lack a thorough knowledge and understanding of child protection and safeguarding issues. The current policy does not contain all the necessary information, including the

procedure to follow where there is an allegation against a member of staff. The necessary risk assessments, including regular trips outside the setting, are not regularly carried out to ensure children are consistently safe from potential hazards. The recruitment policy is not specific to the provision and those in charge are not sufficiently informed about the procedures for recruitment and ensuring the suitability of adults looking after children. Arrangements for recording and retrieving information relating to the suitability of existing staff are not sufficiently robust. Practitioners fail to follow strict hygiene routines where babies feeding equipment is concerned. As such, cross contamination and infection is a potential health risk. The complaints procedure and system for recording are not fully in place. Parents are requested to sign their child in and out on the register. Staff do not rigorously ensure that this is done, so at times staff have an incorrect record of who is present. This has serious implications on children's safety in the event of an emergency evacuation of the building.

A satisfactory rapport is developed with parents and carers. The daily diary for the youngest children provides information about staff's attention to the basic care needs, such as feeds and nappy changes. Some information about what children will be doing is displayed on the parent noticeboard, though not consistently. Overall communication and the exchange of information between adults involved in children's care are weak. The lack of individualised planning, systematic observation and assessment systems means that staff are not sufficiently focused on children's learning and development. As a result, children's welfare and learning and development are not satisfactorily catered for.

The quality and standards of the early years provision

Overall children are settled and are familiar with the routines of the sessions. Some staff form positive relationships with children and give praise and encouragement at times. Overall behaviour is good; at times behaviour is compliant in response to adult direction. Circle time provides an opportunity for children to hear and respond to their names. Singing is a regular feature and is a strength of staff. Some children are developing confidence and beginning to join in.

Staff give appropriate supervision to children indoors and outside. Babies are secured with straps when placed in chairs. When necessary staff prevent children from hurting themselves. For example, by telling them not to stand on the chairs. Children are able to access the resources and do so independently. The lack of well organised resources, particularly for the older children, means that they do not receive a sufficiently enjoyable and challenging experience across the areas of learning. Younger children are able to move freely and explore equipment. However, staff do not have a sound awareness of individual stages of development in all aspects of learning and development. As such, the methods used by staff do not sufficiently engage and encourage children.

Children show developing skills during routines, such as hand washing and mealtimes. A variety of fruit and vegetables is offered at snack times, along with a choice of milk or water. However, snack and mealtimes occur with little verbal explanation from staff, which detracts from the opportunities to promote language,

personal and social skills. Children are taken outside to play most days and regular trips are planned to the local library. Older children sit together to talk about what they have been doing at home. Staff talk unnecessarily loudly to children asking direct questions. This often results in children shouting answers back at staff. Some children eagerly contribute information. They call out words when asked what the weather is like and show developing knowledge of the names of the days of the week and numbers. Older children are keen to complete the weather chart and staff offer the necessary help. A variety of media including water and dough is set out for children to play with. They also play in the home corner and with small world toys and puzzles. However, the pace of learning is too slow for children to make satisfactory gains in knowledge, skills and understanding because of the lack of well planned and resourced activities.

Staff do not make assessments of children's capabilities to monitor children's progress in relation to the early learning goals. Observations are not systematic or used sufficiently well to identify learning priorities and plan for relevant and motivating learning experiences for each child. Planning is very weak, though staff working with older children aim to follow children's interests. At the time of the inspection staff had no plans in place for the youngest children. Consequently, the goals children reach within the educational programmes are not high enough when set against their capabilities and starting points.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 4 |
| How well does the provision promote inclusive practice? | 3 |
| The capacity of the provision to maintain continuous improvement. | 4 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 4 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 4 |
| How well does the setting work in partnership with parents and others? | 3 |
| How well are children safeguarded? | 4 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 4 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 4 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 4 |
| How well are children helped to make a positive contribution? | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 4 |

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2) 30/04/2009
- take action as specified in the early years section of the report (CR5) 30/04/2009
- take action as specified in the early years section of the report (CR7) 30/04/2009
- take action as specified in the early years section of the report (CR9) 30/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2) 30/04/2009
- take action as specified in the early years section of the report (CR5) 30/04/2009
- take action as specified in the early years section of the report (CR7) 30/04/2009
- take action as specified in the early years section of the report (CR9) 30/04/2009

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 the last inspection.

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.