

# Stockton on the Forest Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY346856
<b>Inspection date</b>	31/03/2009
<b>Inspector</b>	Jennifer Firth
<b>Setting address</b>	School Bungalow, The Village, Stockton on the Forest, YORK, YO32 9UP
<b>Telephone number</b>	01904 400698
<b>Email</b>	
<b>Type of setting</b>	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**

Stockton on the Forest Day Nursery was first registered in 2007. After closing for refurbishment, it re-opened in 2008. It is a privately owned and managed provision. The nursery is based on the site of Stockton on the Forest Primary School in the village of Stockton on the Forest, which is situated on the outskirts of York. Care is provided in a single-storey building which comprises three separate areas, an office and toilet and kitchen facilities. There is a secure enclosed area for outdoor play.

The nursery is open Monday to Friday from 07.30 to 18.30 all year round with the exception of bank holidays and the week between Christmas and the New Year. The nursery offers care for a maximum of 26 children from birth to under eight years, of whom six may be under two years. There are currently 23 children on roll from birth to four years who attend for a variety of sessions; of these, nine are in receipt of nursery education funding. Children who have learning difficulties and/or disabilities and those who speak English as a second language are made welcome, but there are currently none attending. There is also provision for a breakfast club from 07.30 to 09.00 and an after school club from 15.15 to 18.30, term time only. There are three staff employed to work with the children, all of whom have a relevant childcare qualification. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is inadequate. Although children enjoy their time at nursery and make satisfactory progress in their learning and development, the setting's weaknesses currently outweigh its strengths. Staff do not have a secure knowledge of each of the children's individual needs and, as a result, are unable to promote fully some aspects of the children's welfare and development. Children are not kept safe and secure at all times and do not know how to evacuate the building in the event of an emergency. Vetting procedures to ensure that staff are suitable to work with young children are not robust. The setting has systems in place to evaluate the quality of its provision but they are in the early stages of development and are not having enough impact to promote continuous improvement.

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 that regular evacuation drills are carried out and details recorded in a fire log book (Suitable

22/04/2009

- premises, environment and equipment) (also applies to both parts of the Childcare Register)
- ensure risk assessments identify aspects of the environment that need to be checked on a regular basis, clearly stating when it was carried out and any action taken (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 22/04/2009
- ensure that all staff have an enhanced Criminal Records Bureau disclosure (Suitable people) (also applies to both parts of the Childcare Register) 01/04/2009
- ensure that Ofsted is notified about changes in the provision (Suitable people) (also applies to both parts of the Childcare Register) 01/04/2009
- ensure planning provides experiences which are appropriate to each child's stage of development as they progress towards the early learning goals. (Assessment arrangements) 22/04/2009

## **The leadership and management of the early years provision**

Leadership and management are inadequate. The children are not being safeguarded as the setting does not carry out regular risk assessments, and risks that have been identified are not acted upon. No fire drills have been carried out since the setting re-opened in November 2008. Recruitment and vetting procedures to ensure that staff are suitable to work with children are inadequate. Although staff ratios meet the legal requirements, they are not effective in supporting the needs of children. Older toddlers and babies play alongside one another for most of the day. This impacts on the learning and development needs of the older children as they are not always provided with activities that are sufficiently challenging for their abilities and interests. Staff have a sound knowledge of the signs of abuse and the procedures to be followed if they have concerns.

Parents are made to feel welcome and speak highly about the provision. They have access to information about the setting, including policies and procedures, and are kept informed about events and activities through newsletters. They informally communicate with staff about their children at the beginning and end of sessions. Staff provide written information through the daily sheet they complete for each child. All parents are invited to express their views about the nursery through suggestion boxes and questionnaires.

The recently appointed manager has identified several areas for improvement. However, Ofsted were not informed about the appointment of the new manager and some recommendations from the last inspection have yet to be addressed. The outdoor area remains underdeveloped and some policies, including those concerning health and safety, are not sufficiently up-to-date.

## **The quality and standards of the early years provision**

Children are making satisfactory progress in their learning and development and enjoy their time at the nursery. Systems for observation, assessment and planning are in place but not well enough developed to ensure that the next steps in children's learning are identified. Children take part in a range of activities that cover all areas of learning. Babies explore moving toys and toys that make a noise with great delight and love using sponges, for example, to paint the background for a display on spring. Toddlers chatter freely with their friends, make bubbles using shaving foam in the water trough, and make bonnets for the Easter egg hunt. They learn about the living world as they plant sunflower seeds and dig for worms in the outside area. A variety of craft activities, dressing up and singing helps them to develop their creative skills.

The children enjoy a range of freshly prepared meals and snacks that promote healthy eating. Mealtimes are social occasions as adults and children sit together. Children understand the importance of physical activity as they play outside running, climbing and riding wheeled toys. Fresh drinking water is available at all times. Babies sleep according to their individual routines and older children are able to rest on snooze mats.

The children behave well because adults are good role models. Staff encourage the children to show kindness to others through discussion and the use of good manners. Children are becoming aware of their own safety and know that hand washing is important to their health. However, they do not know what to do in the event of an emergency and have yet to practise a fire drill. Whilst staff conduct some risk assessments they do not effectively reduce some hazards, such as removing the nettles in the outdoor area, thereby placing children at potential risk. The premises are secure both indoors and outdoors with clear procedures in place to ensure that children are collected by known adults.

Children do make some choices about what they wish to play with, for example, they select dolls and pushchairs. However, many resources in the toddler room are not labelled or freely accessible, which limits children's independence. In addition, features of the environment such as name labels are not referred to during play times, hindering children's early communication skills. There are few opportunities for children to develop their problem-solving skills. They enjoy access to mark-making materials, such as crayons, felt tips and chalks.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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](http://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 (CR5) 22/04/2009
- take action as specified in the early years section of the report (CR3) 01/04/2009
- take action as specified in the early years section of the report (CR10) 01/04/2009

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 (CR5) 22/04/2009
- take action as specified in the early years section of the report (CR3) 01/04/2009
- take action as specified in the early years section of the report (CR10) 01/04/2009

## **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 has been one complaint made to Ofsted since registration. This related to staffing ratios, organisation of staff, staff qualifications and record keeping. Ofsted visited the provision and raised actions for the provider. These were satisfactorily met by the provider, who 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.