

Broad Oak Nursery

Inspection report for early years provision

Unique reference number 322356
Inspection date 02/09/2009
Inspector Elizabeth Margaret Grocott

Setting address 64 Palmerston Road, Mossley Hill, Liverpool, Merseyside,
L18 8AJ
Telephone number 0151 724 1514
Email broadoak@btclick.com
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Broad Oak Nursery was registered in 1994 and is privately owned and managed. It is registered on the Early Years Register and operates from a converted property in the Mossley Hill area of Liverpool. Children attend from the local and surrounding community. There are three nursery rooms used to care for children depending on their age and development. All rooms are accessible on the ground floor. There is a secure garden for outdoor play.

The setting is registered for 30 children in the Early Years Foundation Stage (EYFS) and there are currently 35 children on roll. The setting supports children with learning difficulties and disabilities and those who speak English as an additional language. It is open each week day from 08.00 to 18.00 with the exception of bank holidays and a week at Christmas.

The nursery employs 11 staff, one of whom has Early Years Professional Status and six others have a relevant childcare qualification. Staff receive support from the local authority and an early years advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The knowledge of each child's individual needs ensures that staff promote aspects of children's learning satisfactorily. Weaknesses in safeguarding children and promoting their good health and safety, put children at risk. Some staff lack the knowledge required to manage children's behaviour effectively and to provide age appropriate play and experiences in order to maximise their learning and development. The lack of self-evaluation by the management team, means that priorities for future development are not identified, resulting in a service that does not respond to the needs of all of its users. The responses to recommendations raised at the last inspection are insufficient to bring about the required improvement and maintain it.

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 all members of staff understand the safeguarding policy and procedure (Safeguarding and welfare) 02/09/2009
- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have 02/09/2009

been done. Such records must include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitability of adults)

- obtain written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare) 02/09/2009
- ensure there is at least one person who has a current paediatric first aid certificate on the premises at all times when children are present and that a first aid box is available with appropriate contents to meet the needs of children (Promoting good health) 02/09/2009
- ensure all staff adhere to an effective behaviour management policy (Behaviour management) 02/09/2009
- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked -at least once a year or more frequently where the need arises (Suitable premises, environment & equipment). 02/09/2009

To improve the early years provision the registered person should:

- ensure children are provided with experiences and support which will help them to develop a positive sense of themselves and others, for example, encourage older, more able children's independence to manage their own personal hygiene in private
- encourage children to maintain attention, concentrate and sit quietly when appropriate by challenging negative behaviour and detrimental comments and actions towards either peers or adults
- ensure that staff have individual training provided for from a qualified health professional for the administration of prescription medicines that requires technical/medical knowledge
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development to improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The safeguarding policy and procedure is in place, but some adults working with children are inadequately trained and have insufficient knowledge and understanding of how to implement it. The procedure for ensuring suitability of staff is not robust and although staff make daily checks of the rooms, the nursery's risk assessment is not systematically reviewed. The contents of the first aid box are insufficient to deal with a medical emergency and there is no evidence that any staff on site have current first aid training. Staff have not sought written permission from parents to seek any necessary emergency medical treatment.

These are breaches of the welfare requirements; pose a risk to children and impacts on their safety and good health.

Leadership and management is weak and although staff attend regular meetings, few short training courses have been attended, meaning staff do not develop their skills sufficiently to improve outcomes for children. The deployment of resources is not always well targeted so that when staff are absent or covering cooking duties, less experienced staff care for the most vulnerable groups of children. Babies are not able to explore and investigate the water play effectively as it is placed on a table in a small bowl out of their reach as they learn to stand by holding on. Children with learning difficulties and disabilities are supported, but records of the support are off site and not available for inspection. Staff liaise with other agencies in supporting children. Some children who speak English as an additional language are well supported, with staff gaining an understanding of some words of their first language, displaying these around the room.

Parents are provided with a range of policies and procedures, when they first attend. They receive letters informing them about any changes in the nursery, training for staff and special activities. Children in the baby room have a daily diary about their care. Parents are pleased with the service they receive. Letters and cards indicate they appreciate the care given by staff, the encouraging environment and the preparation their children receive for the transition to school. There are no children attending other settings, who also deliver EYFS but the manager is not aware of the requirement to ensure effective continuity and progression by sharing relevant information with other settings.

The recommendations from the last inspection have generally not been met. However, the development of the outdoor area is underway with some staff receiving training and new resources being supplied. This promotes children enjoyment and learning in the outdoors.

The quality and standards of the early years provision and outcomes for children

Staff have not had training to deliver the EYFS, but some are making sound observations of children and linking them to the six areas of learning. Some staff regularly observe their key children but others do not. Some staff plan children's next steps, but for some children there are no development records at all. The resources available to older, more able children are poor and the quality is variable. Books are ripped and stored in such a way that children use them as a step to reach other things. Dressing up clothes are worn and soiled and there is little access to some resources that will help children to learn skills for the future such as a computer or programmable toys. Children learn about the wider world as they are encouraged to recycle objects. They have an area in the garden for digging and are growing some of their own fruit and vegetables for example, strawberry and courgette plants. A new two-storey play house in the outdoor area causes excitement, but other resources give rise to arguments between children, as they struggle to share.

In the preschool area children do not receive sufficient support in managing their own behaviour. Activities and resources offer insufficient challenge causing some children to become bored and disruptive. They show a lack of understanding about boundaries, which impacts on their ability to stay safe. Staff attempts to challenge the behaviour are not effective. Toddlers enjoy singing familiar rhymes with staff and make patterns as they trail their fingers through dry sand. Routines for babies do not always focus on their individual needs, and some become unsettled.

Children begin to show an understanding about healthy practices as they are encouraged to hand wash regularly. They regularly play in the fresh air, whatever the weather. They eat healthily, enjoying home made vegetarian chilli and rice, followed by yoghurt. All children are kept hydrated as they help themselves to water when they are thirsty. Younger children are provided with regular drinks throughout the day. Children are encouraged to gain independence through learning to wash their own hands and younger children, to feed themselves. However, older, more able children are offered little privacy in the toilet area, as there are no toilet cubicles, this does not encourage their independence. Staff ensure that routines are carried out to prevent cross infection. For example, wearing aprons and gloves during nappy changing and wiping tables with antibacterial spray.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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