



## **Braeside Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	139413
<b>Inspection date</b>	20 September 2005
<b>Inspector</b>	Janet Butlin
<b>Setting Address</b>	1 Braeside Road, Paignton, Devon, TQ4 6BX
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<b>Registered person</b>	Margaret Ashby
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Braeside Nursery is a privately owned Neighbourhood Nursery. It has been registered since the 1960s, but under its current ownership since 1988. It is situated in a quiet residential area in Paignton and occupies rooms attached to the owner's home. The nursery cares for babies and children up to five years old, who are

accommodated in four separate units for babies under one year, one-year-olds, two-year-olds and three to five-year-olds. Children have access to enclosed play areas and there are toilet and kitchen facilities.

The nursery is open between 07.30 and 18.00 on Mondays to Fridays for 51 weeks of the year. At present there are 54 children on roll, 25 of whom are in receipt of nursery education funding. The nursery is currently supporting a number of children with special educational needs. There are no children who have English as an additional language.

Four members of staff regularly work with the funded children, two of whom are qualified to NVQ level 3, one is nearing completion of training to this level and one is undertaking a level two qualification. Nine other members of staff support the provision, eight of whom are appropriately qualified. The nursery also employs a cook.

The nursery receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is inadequate.

Children are cared for in a generally clean environment and the baby and toddler rooms are extremely clean. Good hygiene is also observed on some occasions, such as nappy changing in these rooms. However, children are not consistently and reliably protected from infection as they are not routinely provided with hygienic means of drying their hands, for example in the Foundation Stage unit. Their health is further compromised in this unit as some staff do not observe good hygiene when preparing food. Children's continuity of care is also compromised in this unit because the system for ensuring that parents countersign records of accidents and incidents is not rigorously applied.

Children enjoy a good selection of healthy fruit at snack time and babies have their food prepared according to their needs. Lunches are prepared on the premises and children eat well balanced meals in plentiful supply. Drinking water is available for the older children but they are not offered a drink frequently enough, for example after half an hour of vigorous outdoor play. This means they may become dehydrated.

Children enjoy the fresh air when they play outside and develop their large muscles as they ride around on wheeled toys. They also climb and balance with skill and control.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children have plenty of space to play and rest within their age-grouped units. They

also have the use of a secure garden which is pleasant and suitably equipped for play.

Children play with a good range of clean and suitable resources which they can generally access easily. All are in suitable condition. The children in the baby and toddler rooms benefit from exceptionally good toys and equipment which have been newly acquired for them.

Children's safety is compromised, particularly in two parts of the building. The childcare provision which is accommodated in the main house is not secure as access is not efficiently monitored. Risk assessments have not identified all hazards in the Foundation stage unit.

Children's safety is further compromised as not all staff are secure in the child protection procedures and have an incomplete policy to refer to.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Young children play happily in their age groupings. They show warm affection for staff and smile at each other, for example at new arrivals in the nursery in the morning. They play well together, sharing toys and making connections. For example two crawling babies sitting together and attempting to fit together a ball. Children are grouped by age but there is some flexibility according to stages of development. Toddlers enjoy a good range of games and activities, for example gluing and sticking pieces of paper, exploring the feel of the glue. They also eagerly share books with staff and investigate how wind-up toys work. Older toddlers sing along with their playmates and move confidently to the song they are singing. They listen carefully to very well presented stories and explore the sounds in the words they are hearing. Children's development is carefully recorded and linked to the Birth to three matters framework. This means that activities are planned which will help the children's individual development.

The older toddlers and the three and four year-olds in the Foundation Stage unit play together for a while in the garden. This gives them opportunities to interact with different age groups and respond to different staff members. This widens the children's experiences.

The older children aged three and four years spend their day mostly in the Foundation Stage classroom and do enjoy their free play and the periods spent with the other children in the garden.

#### **Nursery Education:**

The quality of teaching and learning is inadequate. Children are making insufficient progress towards the early learning goals based on their individual starting points. Children have not been assessed in their learning for two terms so it is not possible for staff, or parents, to see if children are making progress. This also means there is insufficient information available to help them plan the next steps for individual

children's learning. The nursery is developing the method of planning used but at present the planned activities do not match the activities that are presented. Plans do not show how the activities will support the individual children which means that activities and experiences are not well enough matched to children's needs to provide a suitable level of challenge. The activities and experiences provided do not sufficiently cover the areas of learning or meet the needs of many children.

Staff, overall, do not have a sound understanding of the Foundation Stage and employ a limited range of teaching methods. Practitioners are uncertain about effective ways of managing children and the behaviour that ensues from the protracted periods when the children are kept waiting - for example at snack time. Although the setting has codes of conduct it is not evident that the children understand them. When staff do manage to implement an effective strategy to gain the children's attention there is not a plan of what to do next and their keen and eager expectation is disappointed. Time is not used effectively to support children's learning. Some activities provided have no meaning to the children. There is no explanation of the purpose of the activity, for example, a name writing exercise had no introduction. Letters were not referred to or even the sound they made. There is no evidence that the children understood what they were doing or why. The children clap and count at the same time, but seldom relate this to anything meaningful, such as a visual clue of the quantity they are counting. Games and resources are not used effectively to help children grapple with the concept of quantity, size or addition, such as adding pieces of dough together.

The children are lively communicators, sharing their news with the inspector and setting up role-play with visiting students. However, there is limited engagement with books. Some funded children have gone home before the whole group story happens and they are unable to easily access books which are stacked away in the corner. They are directed in their mark making and there are no note taking materials in the home-corner.

The children gain some understanding of nature and growth as they have been growing their own vegetables in the garden. They also connect train track. They develop their large muscles riding around confidently outside but their play is purely recreational and had no planned focus for development. They develop their small muscles effectively manipulating dough. Children develop their creativity to some extent through their imaginative role-play and the small world scenarios they create together. However, their painting is directed and their access to free craft activity and dressing up is time-restricted.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children play with toys and games which have positive representation of cultural diversity. Overall, their individual needs are known and respected, for example children with specific dietary needs.

Children with special needs receive good support. The settings conscientious SENCO works closely with local advisers to plan carefully for the development of

children with special needs.

Children's behaviour across the whole setting is generally good. Babies and young children have sunny and happy dispositions.

However, the timing and pace of the session in the Foundation Stage unit means that many children become bored and restless and their behaviour becomes a little rowdy. Staff have undertaken behaviour management training and are attempting to employ strategies they have learned. These are inconsistently applied which means that some children do not receive the esteem building praise that they deserve. As a result their spiritual, moral, social and cultural development is not fostered .

Over the whole nursery there is a satisfactory system of communicating with parents using a diary system. Children are cared for in accordance with their parents wishes and their individual needs are effectively communicated to the staff to support their care.

The partnership with parents of children receiving nursery education is inadequate. Information displayed in the reception area does not clearly describe the Foundation Stage and there is no clear information for parents regarding what the children are learning. Parents are not able to see any accurate assessment of their children's progress which means it is hard for them to be involved in their child's learning.

## **Organisation**

The organisation is inadequate.

The setting does not meet the needs of the range of children for whom it provides care.

Children are cared for by persons who are vetted and experienced. There are also sufficient members of staff and helpers in attendance to meet the necessary ratios and to provide the children with the attention they need. Most staff hold appropriate qualifications and records show that Ofsted is kept informed of staff changes. Children's records are in place and documents are stored securely. There is a secure system for signing children in and out which works well in practice although the system for monitoring access to the provision overall is inadequate. The procedure for inducting new staff is not effective and is not implemented promptly enough. This means that not all staff are secure in the procedures to be followed, for example regarding child protection. They do not have access to sufficient information and support to inform their practice. This impacts on children's safety and care.

Leadership and management are inadequate.

The content, suitability and effectiveness of the provision in the Foundation Stage is rarely monitored and evaluated by the management and limited attention is given to improving the quality of teaching. For example whether any training has been helpful and whether it is being properly implemented and whether the assessments are being done. This impacts on children's progress. The nursery receives some support from the local authority, particularly regarding behaviour management and the

support of children with special needs, but has not accessed sufficient guidance regarding planning and implementing the Foundation Stage.

### **Improvements since the last inspection**

The previous inspection recommended that the nursery devise a system for recording the progress and development for all babies and children under three, and sharing it with parents. They were also required to improve the range of toys and activities to meet children's needs.

A system of communicating with parents using a diary has been instituted and this is working well. The nursery also make good use of the Birth to Three Matters framework to monitor young children's progress. Toys and activities are particularly good in the units for younger children but there are weaknesses in the activities provided for the older children. This means they do not receive sufficient challenge in their learning and development

The nursery was required to ensure that health and hygiene standards in the nursery and kitchen are maintained according to requirements stipulated by the Environmental Health department and to review hygiene routines to prevent the spread of infection. The nursery kitchen appears clean and advice has been sought from the Environmental Health department. However, standards of hygiene in the nursery are inconsistently applied which compromises children's ability to stay healthy.

They were required to ensure that specific written information about children's special dietary requirements and allergies is shared with food preparation staff. The cook is made aware of children's dietary needs. Allergies and likes or dislikes are posted on cupboard doors in each unit and alternative meals are provided for children who may be vegetarian or allergic to certain foodstuffs.

The last recommendation was to clarify the roles of management and ensure that staff's knowledge is used to meet the needs of the children. It was also recommended that staff be promptly inducted, particularly into health and safety and child protection procedures. Since the last inspection the role of the registered person has been made more explicit and staff understand the importance of referring to the manager for guidance. However, although there is a policy of prompt staff induction, this does not reliably take place. This means that staff are uncertain of important procedures which impacts on the safety of children.

At the last nursery education inspection the nursery were required to establish consistent strategies for managing children's behaviour. The staff have attended training in this area and are being supported by advisers in implementing helpful strategies and programmes. However, the application of these strategies is inconsistent across the staff group and the organisation of the session creates the need to manage behaviour that would not happen if the children were busily engaged in something interesting.

They were also required to develop routines and activities and make more use of

assessments to plan activities to meet the individual needs of children. This has not been adequately addressed and assessments are not used to plan for the individual children's progress.

### **Complaints since the last inspection**

Since the last inspection Ofsted have received three concerns.

In July 2004 concerns were raised under National Standard 8: Food and Drink relating to inappropriate food being given to babies. We asked the provider to investigate this concern and respond in writing. From the information received there appears to be no evidence that the National Standards are not being maintained.

In August 2004 a concern was raised in relation to National Standard 2 - Organisation, regarding staff ratios and the qualifications of staff, and National Standard 7 - Health, and Standard 8 - Food and Drink regarding the type and quantity of food being provided for children and its compliance with their individual needs. We carried out an unannounced visit and discussed these concerns. From these discussions actions were raised. We are satisfied that these actions will ensure the provider meets the National Standards.

In November 2004 a concern was raised in relation to National Standard 11, relating to Behaviour Management, National Standard 1, the vetting of staff, National Standard 3 Care, Learning and Play regarding the types of play being encouraged and National Standard 12 - Partnership with Parents regarding confidentiality. We made a visit on 22nd November and observed areas of the nursery and held discussions with staff. The nursery had an action plan to address the concerns raised and were taking steps to address issues raised. The nursery were asked to report on progress made and they have done so. No further action was required. The nursery meets the National Standards and remains qualified for registration.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are inadequate - notice of action to improve.

### **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:

- implement an effective system for managing access to all parts of the premises
- ensure that all staff, across the whole nursery, are aware of good hygiene practices in order to prevent the spread of infection
- ensure there is an effective induction system for staff.

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, the registered person **must** take the following actions:

- give increased attention to planning to improve the organisation and pace of the session and to ensure that all the early learning goals receive sufficient emphasis
- use assessments to plan the next steps in the children's learning, ensuring that staff are confident in the appropriate methods to support children in their learning.
- improve leadership and management to ensure that systems of monitoring are consistently applied, giving particular emphasis to the organisation of sessions for older children and the staff's confidence in delivering the Foundation Stage and implementing assessments.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)