

Headstart Day Nursery

Inspection report for early years provision

Unique reference number	200617
Inspection date	09/03/2010
Inspector	Carol Johnson
Setting address	1 Spencer Street, Leamington Spa, Warwickshire, CV31 3NE
Telephone number	01926 882120
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Type of setting	Childcare on non-domestic premises

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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Headstart Day Nursery opened in 1989. The nursery operates from the ground floor rooms of a private property in the centre of Leamington Spa. The nursery serves working parents and the local community. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. Access to the front and rear of the premises are via several steps.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the nursery at any one time. There are currently 21 children aged from two to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery provides funded early education for three and four-year-olds.

The nursery employs three members of staff who work directly with the children. The owner also helps out in the nursery as required. All staff hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare and safety is compromised because the provider has failed to meet many of the legal requirements of the Early Years Foundation Stage. There are no clear procedures in place to identify areas of weaknesses and promote improvement and poor progress has been made since the setting's last inspection. Some information is exchanged between staff and parents but this is insufficient to ensure children's welfare and the safe and efficient management of the setting. Staff suitably work alongside parents and other professionals to support children with special educational needs and staff enjoy good relationships with parents and the children in their care. Staff show a sound awareness of children's individual personalities and requirements and help them to make suitable progress in their learning.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

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:

- demonstrate how the setting engages with, and provides the following information for, parents: 23/03/2010

- Policies and procedures, for example, admissions policies, equality of opportunity policy and safeguarding policy (Safeguarding and promoting children's welfare)
- ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 23/03/2010
 - provide evidence of the settings written procedure for dealing with concerns and complaints from parents and keep a written record of complaints and their outcome (Safeguarding and promoting children's welfare) 23/03/2010
 - obtain written parental permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 23/03/2010
 - provide evidence to confirm that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present. There must be at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare; also applies to both parts of the Childcare Register) 23/03/2010
 - ensure that Ofsted is notified of any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children (Suitable people; also applies to both parts of the Childcare Register) 23/03/2010
 - make sure that effective systems are in place to ensure that practitioners and other people aged 16 or over likely to have regular contact with children (including those living or working on the premises) are suitable to do so (Suitable people; also applies to both parts of the Childcare Register) 23/03/2010
 - the provider must not allow people whose suitability has not been checked to have unsupervised contact with children who are being cared for (Suitable People) 23/03/2010
 - demonstrate how the requirements are met for adult:child ratios as set out in Appendix 2 of the Statutory Framework for The Early Years Foundation Stage (Suitable people) 23/03/2010
 - take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum (Suitable premises, environment and equipment; also applies to both parts of the Childcare Register) 23/03/2010
 - ensure that you have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire extinguishers and fire blankets) which 23/03/2010

are in working order (Suitable premises, environment and equipment; also applies to both parts of the Childcare Register)

- ensure that each child is assigned a key person (Organisation).

23/03/2010

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The effectiveness of leadership and management of the early years provision

Children are inadequately safeguarded. The setting has a comprehensive safeguarding policy and procedure that reflects the requirements of the Local Safeguarding Children Board but staff knowledge of how to put this into practice is insufficient. Also, recruitment and vetting procedures are not robust enough to ensure that all staff working unsupervised with children are suitable to do so. The setting has a risk assessment record that highlights some aspects of the environment that need to be checked on a regular basis but this is ineffective and does not successfully ensure that all hazards to children are kept to a minimum. During the inspection, unprotected radiators were extremely hot to the touch, the kitchen door and safety gates at the foot of the stairs and across the entrance hall were repeatedly left open and hazardous items were within reach of children in the toilet area. Also, children, staff and visitors are at risk in the event of a fire as suitable fire detection and control equipment is not available or maintained appropriately.

Staff have attended a range of training to improve their knowledge and practice but systems to monitor training needs are weak and certificates to provide evidence of their training are not effectively retained. The provider is unable to demonstrate that all staff are suitably qualified and that at least one person with a current paediatric first aid certificate accompanies children on outings and is on the premises at all times when children are present. Also, Ofsted qualification and ratio requirements are not always met and compromises children's welfare. Self-evaluation is minimal and there are no clear plans for the future that will help improve outcomes for all children. Some of the issues raised at this inspection have been raised previously with the provider and insufficient action has been taken to address them. The provider and manager do not have a secure understanding of the welfare requirements of the Early Years Foundation Stage and this has resulted in many of them not being met. The complaints procedure lacks details for contacting Ofsted and a written record of complaints and their outcome is not maintained. Also, the provider has committed an offence by failing to notify us of a change to persons living on the premises. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

Staff maintain informal and friendly relationships with parents and carers and there are regular verbal exchanges of information. Parents spoken to during inspection

commented on the friendly and approachable staff and how happy their children are in the setting. They particularly like the homely atmosphere and the way that courtesy and manners are promoted. However, very little is shared with parents in respect of the setting's policies and procedures or children's progress and this has a negative impact on children's welfare and learning. Parents are generally told about the setting's written policies at the onset of care and staff confirm that they are available on request. However, staff do not actively engage with parents in respect of these. Parental permission has not been obtained for all children in respect of seeking any necessary emergency medical advice or treatment and each child has not been assigned a key person who can act as a first point of call for their parents and with whom they can build a personal relationship. The setting provides care for children from a variety of backgrounds and with a range of needs. Staff are aware of the importance of working in partnership with parents and other professionals to support individual children and the setting's Special Educational Needs Coordinator has attended suitable training. All children are valued and staff make the effort to get to know individual children and their families and they ensure that all children enjoy equal access to resources and activities.

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

Although children feel secure, their trust potentially could be misplaced because arrangements for safeguarding children are inadequate and regulations and duties are not met which impacts on children feeling and being safe and the outcomes for children in the Early Years Foundation Stage judgement. Children generally behave well and staff lead by example and encourage good manners and care and consideration for others. Good behaviour is promptly recognised and readily rewarded through plenty of praise and positive body language. Staff remind children of safety rules and tell them why they are in place. For example, they encourage children to help tidy away toys after use so that they do not become broken or pose a tripping hazard to others. Children generally display confidence and self-esteem and most are keen to share news and talk about things that interest them. Daily routines tend to follow a familiar pattern and children are settled because they know what is likely to happen throughout the day.

Children are happy and making progress. Staff demonstrate a sound knowledge of how children learn and develop. They observe children on a regular basis and use what they discover to plan a range of experiences that motivate children to learn, participate and have fun. Staff describe where individual children are at and thoughtfully adjust activities to suit the various needs and abilities of the children attending. However, systems for observation and assessment are not fully developed and mean that children may not always be fully supported or challenged to reach their full potential. Experiences are suitably planned to encourage children's all-round learning and include a mixture of activities both indoors and outside. Staff obtain basic information about individual children's likes and abilities at the onset of care and generally chat to their parents about what they have seen or noticed throughout sessions. Progress records are maintained for each of the children but systems are not currently in place to actively share these records with

parents or to invite their views.

Children show an avid interest in books and stories and most enjoy listening to stories read to them by staff. They are keen to look at the pictures in books and predict what might happen next in stories. Staff engage them through reading with enthusiasm and asking carefully chosen questions that encourage them to think and listen. A range of religious and cultural festivals are thoughtfully explored through stories, music, role play and creative activities and these experiences help children to learn about the wider world. Some recent activities enjoyed by children have focused on the story of the Chinese New Year and children pretended to be dragons and snakes using lengths of material and their imagination. Children are learning to be healthy as they talk about what foods are good and bad for their health and are reminded about personal care routines as they sing, 'Here we go round the mulberry bush'. They know that they need to wash their hands before eating food and after visiting the toilet and children are developing independence in this area. Staff involve children with simple tasks that include laying the table for lunch and tidying away toys and these help children to gain a sense of responsibility. Food provided for snacks and mealtimes is nutritious and portion sizes are generous.

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	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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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	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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 (Suitability and safety of premises and equipment, Suitability of persons to care for, or be in regular contact with, children, Changes to people) 23/03/2010
- make information available to parents in respect of safeguarding and complaints procedures and the registration system for the compulsory part of the Childcare Register (Providing information for parents). 06/04/2010

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 (Suitability and safety of premises and equipment, Suitability of persons to care for, or be in regular contact with, children, Changes to people) 23/03/2010
- make information available to parents in respect of safeguarding and complaints procedures and the registration system for the voluntary part of the Childcare Register (Providing information for parents). 06/04/2010