

# Oak Lea Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY152727
<b>Inspection date</b>	13/01/2010
<b>Inspector</b>	Victoria Gail Halliwell
<b>Setting address</b>	68 Leigh Road, Atherton, Wigan, M46 0PA
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<b>Type of setting</b>	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).

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## Description of the setting

Oak Lea Private Day Nursery is operated by a private provider. It opened in 2002 and children are cared for in a converted house, which has had a recent extension to the original property, located in Atherton, in the north west of Manchester. Children have access to an enclosed outdoor play area.

The nursery is open each weekday from 7.30am to 6pm, excluding bank holidays and one week at Christmas. The nursery is registered on the Early Years Register. A maximum of 95 children may attend the nursery at any one time. There are currently 98 children aged from birth to under five years on roll, some in part-time places. There are 20 members of staff, including the manager, of whom 19 hold appropriate early years qualifications to at least National Vocational Qualification level 2. The manager and deputy hold a level 5 and level 4 qualification respectively. The nursery supports children with disabilities and children who speak English as an additional language. The nursery receives support from Sure Start in Wigan.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Insufficient regard is given to the statutory framework for the Early Years Foundation Stage (EYFS). Consequently, a number of specific legal requirements are not being met, which compromises children's safety and well-being. Organisation is poor and the key-person system is not appropriately implemented; consequently, children's individual needs are not always met. Children's ability to make progress in their learning and development is restricted because some staff do not have a sufficient knowledge of the learning and development requirements. In addition, systems to establish children's capabilities and identify individual learning needs are not sufficiently developed. Partnerships with other agencies are satisfactory; however, partnerships with parents are not fully developed. The manager has failed to secure improvement since the last inspection. Systems to evaluate the effectiveness of the provision are not rigorous enough; consequently, self-evaluation is not effective and too little action is being taken in respect of the weaknesses identified.

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 an effective safeguarding policy and procedures are implemented and that these are
- 09/02/2010

- understood by all members of staff (Safeguarding and welfare)
- implement an effective policy on administering medicines and ensure prior written permission is obtained for each and every medicine before medication is given (Promoting good health) 09/02/2010
  - take the necessary steps to prevent the spread of infection during sleep times (Promoting good health) 09/02/2010
  - provide parents with information about the setting's policies and procedures, for example, complaints, equality of opportunity and safeguarding (Safeguarding and welfare) 09/02/2010
  - develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development (Safeguarding and welfare) 09/02/2010
  - ensure that a risk assessment is conducted and that reasonable steps are taken to minimise hazards to children both indoors and outdoors; the risk assessment must identify aspects of the environment that need to be checked on a regular basis, and a record of when and by whom they have been checked (Suitable premises, environment and equipment) 09/02/2010
  - ensure that a risk assessment is carried out for each type of outing, which includes an assessment of required adult to child ratios; this assessment must take account of the nature of the outing and be reviewed before embarking on each specific outing (Safeguarding and welfare) 09/02/2010
  - demonstrate how you will implement effective systems to ensure that the individual needs of the children are met, with particular regard to ensuring that organisation and the key-person system in place are effective (Organisation) 09/02/2010
  - gain knowledge and understanding of the EYFS learning and development requirements so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational programmes) 09/02/2010
  - undertake sensitive observational assessment in order to plan to meet children's individual needs (Organisation) 09/02/2010
  - review and update policies and procedures that are required for the safe and efficient management of the setting and to meet the needs of the children (Documentation). 09/02/2010

To improve the early years provision the registered person should:

- identify staff training needs and implement a programme of continuing professional development so that training needs are met
- implement an effective system of self-evaluation to promote future development.

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

Safeguarding procedures are not rigorous enough. Staff have a basic awareness of child protection issues, but are not familiar with the setting's procedure.

Designated child protection officers are clear about their role within the setting and their responsibility to report concerns, but are unsure who concerns should be referred to. Written policies have not been reviewed for some time and do not reflect current Local Safeguarding Children Board procedures. Systems to ensure children's safety within the setting are not adequate. The setting has failed to conduct an effective risk assessment and does not take sufficient action to manage or eliminate risks. As a result, some children are exposed to potential hazards, for example, staff handbags, plastic bags and medication. Children's safety is also compromised on outings because the setting does not complete appropriate risk assessments.

The effectiveness of leadership and management in driving and securing improvement is inadequate. Too little action has been taken in respect of the recommendations raised at the last inspection. Consequently, areas of continuous provision have not been sufficiently developed, which significantly limits the range of play opportunities provided, and records relating to the administration of medication are not satisfactorily maintained. The manager has partly completed a process of self-evaluation but this is not effective and fails to identify some significant shortfalls in relation to children's welfare, learning and development. Most routine documents are satisfactorily maintained. However, many written policies and procedures have not been reviewed or updated for several years. Systems are in place to ensure all staff are suitably vetted, qualified and/or experienced to work with young children. However, induction procedures and staff development are poor; consequently, some staff are not familiar with, so are unable to implement, the setting's policies and procedures. As a result, there are inconsistencies in staff practice; for example, in relation to behaviour management. In-house training sessions are held but have little impact on staff's knowledge and understanding and do not ensure a consistent approach throughout the setting.

Organisation within the setting is poor. The key-person system is not appropriately implemented; consequently, designated key workers do not have responsibility for the individual care needs or welfare of their key children. In addition, children routinely change key person as staff are re-deployed and children under two years progress quickly through three different rooms. As a result, children are unable to develop a secure and genuine bond with a key person. Routine events, such as meal and sleep times, are not adequately organised; consequently, members of staff are routinely left alone with the children, while colleagues collect meals or look for bedding. This is further exacerbated because resources and play materials within the provision are limited and staff routinely leave their rooms to borrow

basic resources, such as play materials for the home corner. Some rooms are sparsely equipped and this limits the provision for children's learning and development.

Parents are warmly welcomed into the setting and many enjoy relaxed and informal relationships with the staff, who provide basic information about their child's day. However, parents' views are rarely sought and most parents are not sufficiently informed about their child's progress or encouraged to share what they know about their child's development. However, individual support for some children with identified learning difficulties is good and in these cases effective partnership working is evident, as both parents and external agencies work together with staff to narrow the achievement gap. Parents are not adequately informed about the setting's policies and procedures; consequently, they are not aware of the procedure to follow if they have a complaint.

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

Poor organisation within the setting impacts on children's welfare, learning and development; as a result, there are many inconsistencies. For example, very young babies sleep in accordance with their individual routines and are gently reassured as they wake. However, little regard is given to the comfort of older babies and toddlers, who sleep in their shoes and lie on very small sheets which do not cover the sleep mat; consequently, some children lie directly on the plastic mat. Staff unable to find enough sheets use one larger sheet for two children, which compromises their good health, and there is no provision for young children who may like to be covered while they sleep. Children are adequately nourished and appropriate assistance is given. However, meal and snack times are not valued as a social learning experience; some staff do not provide positive role models and fail to intervene appropriately when children display unwanted behaviour. For example, some pre-school children leave the table that they are sitting at midway through their meal and use their cutlery to bang on the lids of nearby storage jars. Snack time for some younger children is interrupted, as they are taken from the table to have their nappy changed. They are later returned to the table, but no efforts are made to introduce them to the importance of good hygiene and their hands are not wiped before they continue eating their finger foods.

Some children, particularly very young babies, have formed some attachments with the staff. They respond happily to them, waving their arms in delight as an appropriate range of play materials are provided for them to investigate. However, some staff do not know enough about the children they are caring for, little regard is given to individual needs or routines, and too little information is provided when children transfer from one room to another. As a result, some staff are unable to recall who their 'key' children are and do not know their ages or capabilities. Provision for children's learning and development varies considerably throughout the setting according to individual staff. However, key weaknesses in assessment and planning restrict learning and development in all areas of the setting. Staff do not sufficiently observe children's progress, there are large gaps in children's records and, while some staff have a general awareness of children's abilities,

insufficient attention is given to identifying children's starting points. Consequently, staff are not clear about how children are progressing towards the early learning goals, so are unable to plan effectively for the next steps in children's learning.

The quality of teaching is varied and impacts directly on children's enjoyment and their ability to develop key skills for the future. For example, one group of children listen with interest to stories and join in with familiar rhymes; they become absorbed in the activity, which is lead by an animated and enthusiastic member of staff who holds the children's interest. In comparison, another group of children quickly lose interest in their rhymes and story and seek out accessible play materials. Children who speak English as an additional language are well supported by staff, who value their first language and use key words to help children feel secure. English vocabulary is gradually and sensitively introduced by experienced staff to promote communication and literacy skills.

The educational programme is often poor and activities are often selected because they interest the children, but some staff fail to consider the balance or range of resources. Consequently, a group of children have many opportunities to engage in imaginative play, but have no opportunity to develop their skills in numeracy or problem solving. Too little consideration is given to the attendance of part-time children who may completely miss valuable learning experiences because of the days they attend. The limited range of resources hinders the provision for children's learning, but some staff fail to utilise available resources, particularly sand, water, play dough, paint and craft materials. The range of resources and experiences for children over three years is generally better than for the younger children; however, poor organisation leads to an increased noise level, which disrupts some learning opportunities. In addition, some instances of unwanted behaviour are not challenged because staff fail to intervene or do not provide adequate supervision; consequently, children are not learning the importance of socially acceptable behaviour.



## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	4
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
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	4
The extent to which children develop skills for the future	4

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