

Mumbles Day Nursery

Inspection report for early years provision

Unique reference number EY405486
Inspection date 28/06/2010
Inspector Lynne Milligan

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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.

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Description of the setting

Mumbles Day Nursery registered in 2009 and operates from a large detached building in Sandon, Stafford. The setting has use of the ground floor which consists of two rooms. There is an enclosed outdoor play area. It is open each weekday from 7.30am to 6.00pm for 51 weeks of the year.

A maximum of 43 children may attend the nursery at any one time. There are currently five children aged from birth to under five years on roll, some in part-time places. The provision also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, three of whom hold early years qualifications to at least level 2. The general manager has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Safeguarding is a significant weakness in the setting as a number of the welfare requirements have not been met. Systems to monitor practice are insufficient and the capacity to improve is generally weak. Partnerships with parents are beginning to develop well, with sufficient information provided. Staff understand the importance of working with others in order to provide continuity of care and education. Children are developing adequately across the early learning goals and are involved in a suitable range of activities. Most children are included as staff adequately promote equality and diversity.

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 with specific regard to the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 09/07/2010
- obtain prior written permission for each and every medicine from parents before any medication is given and ensure records indicate which medication is being administered (Safeguarding and promoting children's welfare) 09/07/2010

- maintain a record of all accidents (Safeguarding and promoting children's welfare) 09/07/2010
- maintain records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable people) 09/07/2010
- meet the requirements for adult:child ratios set out in Appendix 2, with specific regard to ensuring that at least half of the staff have received specific training in the care of babies (Suitable people) 30/07/2010
- ensure that the records relating to the safe and efficient management of the setting are easily accessible and available for inspection by Ofsted (Documentation). 09/07/2010

To improve the early years provision the registered person should:

- further extend information gathered about each child's starting point to ensure sufficient challenge and stimulation for their learning and development
- develop the planning further to include babies and ensure key objectives are clearly identified for individual children's learning and development
- develop staffs' understanding of how to support and extend children through self-initiated play.

The effectiveness of leadership and management of the early years provision

Staff are secure in their understanding of who to take their safeguarding concerns to should they be worried about a child, with a suitable range of information to further underpin practice. However, their understanding of the procedures to follow should an allegation be made against them is not clear. Management oversee the suitability of all staff but files do not contain sufficient information to confirm this. Most are incomplete with little information about qualifications or references. Information on Criminal Record Bureau checks is from other settings, with reference numbers and dates for new ones not recorded. Staff recruitment is carried out by the owners, with management overseeing the induction of new staff as well as carrying out regular supervisions and yearly appraisals. Most staff hold early years qualifications but none of the team have sufficient experience in the care of babies. As a result, babies' needs are not always met. Documentation is poorly maintained as it is either not available at the time of inspection or is insufficiently monitored to ensure it is accurate. Medication records do not indicate written prior consent for each and every medication as records include two and sometimes three medications under one consent. Furthermore, staff procedures for witnessing these documents fail to ensure that they indicate which medication is being administered. Not all accidents have been recorded and some children's files either contain incorrect information or refer to the previous owners setting.

Self-evaluation has failed to identify the weaknesses with previous actions not fully addressed. All staff are involved in the process through regular meetings and ongoing communication. Plans to issue questionnaires and set up a parents forum demonstrates the settings attempts to improve. Training has been identified as an issue and management are working hard to ensure staff are updating their safeguarding training for example. However, since taking over from the previous provider, the owners and managers have not been fully robust in their evaluation of their strengths and weaknesses and this limits their capacity to improve. Staff place a lot of effort into forging firm partnerships with parents as they actively engage in verbal discussions whilst they collect and drop off their children. Parents are warmly invited in to see their children's development files and to openly talk to staff about any issues they may have. Although none of the children currently attend any other settings, staff are aware of the importance of building relationships and how this contributes to children's overall development.

Equality and diversity is adequately promoted within the setting as they provide a simple range of resources that begin to help children recognise the world around them. Activities have begun to complement the resources and staff have a generally sound understanding of how to adapt practice in order to meet individual children's needs. Staff have a basic understanding of inclusive practice and show a commitment to working with outside agencies. Since opening the owners have increased the range of resources and reorganised rooms to make them inviting and stimulating. A designated baby room is now in place with a large hall that is well resourced to capture children's interests.

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

Children receive a well-balanced and varied diet that includes fresh fruit and vegetables, with regular access to fresh drinking water that ensures children remain hydrated. Independence is promoted during regular routines such as snack times and tidy up time as children are encouraged to learn about turn taking and the importance of helping each other. This promotes their self-esteem and helps them to develop a sense of belonging to their peers and surroundings. As a result children are happy and settled. Safety is generally well promoted with the children as staff act as adequate role models. They visually check the outside area before going out and ensure all children are wearing sun cream and hats. Children explain that the sun is hot and that the cream covers all their body. Children behave very well and are secure in their surroundings as staff gently remind them of the boundaries and rules such as sitting nicely and not shouting. They pay close attention to staffs instructions and help each other as they collect toys and games to take out onto the field.

Children are developing adequately across the early learning goals. Planning covers each of the areas of learning, with a balance of adult-focused and child-initiated activities. Staff complete additional sheets that identify the adult-focused activity and the learning intention. However, these are too broad and are not individual to each child's level of ability or age. As a result, activities lack focus and are all

pitched at the same level with little or no differentiation, particularly for babies. Development folders are in place for each child with examples of their work and photographs capturing special moments. All about me sheets are in the process of being completed and staff use their initial observations to assess children's starting points but these are not effectively used to plan for children's individual needs. Observations are simple, with next steps included in the evaluation. Nevertheless, these are yet to be used to inform the planning to ensure children are adequately challenged. Staff use the space well and set out activities each day for the children, with designated areas under each of the early learning goals. Resources are varied and so attract children's interests through spontaneous play. Children happily self-initiate a game of stacking wooden cubes into a box, chatting to each other about their home life. They carefully ask each other questions, stopping to listen and join in the conversation. As they stack the cubes, they reposition each one, lining them up and placing them in sequence. During this time, children are able to play, to explore and experiment with their ideas and knowledge. Staff interact sufficiently with the children but at times they become too involved, not knowing when to step back and follow children's interests in order to build on what they know. In adult-focused activities however, staff use simple open ended questions and a variety of well-planned resources to engage and support children. They allow plenty of time for children to complete the task and reinforce key words such as colours or numbers to extend their understanding. Through circle time, staff include all children in the games as they sing familiar nursery rhymes, patting on their knees to the rhythm of the beat. Children clearly enjoy these close moments and demonstrate sufficient concentration skills. Along with the large space indoors and out children are developing their physical skills. Resources and activities are often taken outside where children benefit from the fresh air. They bounce on mini trampolines, play on the climbing frame or go for walk around the fields, looking for wildlife on the way.

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	3
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	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 (Arrangements for Safeguarding Children), (Suitability of persons to care for, or be in regular contact with, children), (Records to be kept). 09/07/2010

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 compulsory part of the Childcare Register (Arrangements for Safeguarding Children), (Suitability of persons to care for, or be in regular contact with, children), (Records to be kept). 09/07/2010