

# Precious Moments

Inspection report for early years provision

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<b>Unique reference number</b>	EY410139
<b>Inspection date</b>	13/10/2010
<b>Inspector</b>	Carol Johnson
<b>Setting address</b>	31 Links Road, COVENTRY, CV6 3DQ
<b>Telephone number</b>	07792164340
<b>Email</b>	
<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).

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

Precious Moments opened in April 2010. It is a privately owned nursery and operates from a converted house in Radford, Coventry. Babies are mainly cared for on the first floor of the premises and this is accessed via a flight of stairs. The setting opens five days a week except for Bank Holidays. Opening times are from 7.30am to 6.00pm, during which time morning and afternoon sessions are available. Children attend for a variety of sessions and full day care. All children share access to a secure enclosed outdoor play area.

A maximum of 13 children may attend the setting at any one time. There are currently 17 children on roll who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. However, no children currently attend in the later years age group. The setting receives funding for the provision of free early education to children aged three and four years.

The nursery employs five permanent members of childcare staff. Of these, four hold appropriate early years qualifications. The manager holds a Level 3 qualification and the three other members of qualified staff hold Level 2 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 several legal requirements of the Early Years Foundation Stage. Also, there are no clear procedures in place for self-evaluation and to promote continuous improvement. Arrangements for working in partnership with other settings and agencies are satisfactory but insufficient consideration is given to ensuring effective two-way communication with parents. Most children appear happy and settled and they are making satisfactory progress in their learning and development. They participate in a wide range of experiences that are suitably planned around their individual needs and interests.

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:

- keep records of the information used to assess suitability and to demonstrate to Ofsted that checks
- 27/10/2010

have been done. Such records must include the unique reference number of CRB disclosures obtained and the date on which they were obtained (Suitable People)

- ensure that there are effective systems in place to ensure that people whose suitability has not been checked are not allowed unsupervised contact with children (Suitable People) 27/10/2010
- request written parental permission at the time of children's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 27/10/2010
- ensure that parents are informed of any accidents or injuries sustained by the child whilst in the provider's care (Safeguarding and promoting children's welfare) 27/10/2010
- improve the risk assessment to ensure that it 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 (Suitable premises, environment and equipment) 27/10/2010
- ensure that a daily record is maintained of children's hours of attendance (Documentation; also applies to the compulsory part of the Childcare Register). 27/10/2010

To improve the early years provision the registered person should:

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop strategies that involve parents as part of the ongoing observation and assessment process and improve methods for completing and analysing observations to help inform children's learning and development records and to effectively plan the next steps for individuals and groups of children.

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

Children are inadequately safeguarded. Recruitment and vetting procedures are not sufficiently robust and the provider demonstrates a lack of understanding of her legal duties with regards to keeping records of the information used to assess the suitability of people aged 16 or over likely to have regular contact with children. As a result, a member of staff without suitable checks in place was left, for a short period of time, unsupervised with children. This member of staff has an enhanced Criminal Records Bureau disclosure but this is in respect of working with adults as opposed to with children. Consequently, part of this check does not include checking the individual against the Protection of Children Act list.

Staff demonstrate a suitable knowledge of the possible signs and symptoms of abuse and understand their roles and responsibilities with regards to child protection. The manager has attended specific training in relation to safeguarding and relevant policies are in line with Local Safeguarding Children Board guidance and procedures. However, children's welfare is compromised because documentation and procedures to ensure the safe and efficient management of the setting are inadequate. The provider visually checks the premises and equipment on a daily basis but the nursery risk assessment record fails to include required detail. For example, it does not include aspects of the environment that need to be checked on a regular basis. Also, the assessment does not cover anything with which a child may come into contact and fire safety. Daily attendance records do not always contain information regarding children's departure times and this further compromises children's safety.

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. Attractive displays and noticeboards around the nursery provide useful information and parents are encouraged to talk to staff about their children's interests, achievements and starting points. The provider is in the process of reviewing some documentation, including written policies and procedures and children's records, to ensure that all required information is obtained and shared. However, children's welfare and safety is compromised because currently permission to seek any necessary emergency medical treatment or advice has not been obtained from all parents and accident records do not always include evidence to confirm that parents have been informed of accidents or injuries.

The diversity of individuals is valued and respected and the provider suitably promotes equality of opportunity, ensuring that all children and families feel welcome and included. Children benefit from the wide range of resources and equipment at their disposal. Space within the nursery is sufficient to meet their needs and staffing ratio requirements are met and at times exceeded. Staff are aware of the benefits of sharing appropriate information with other professionals to ensure consistency and coherence for children and a key person system is in place to help build links between the home and setting. The provider is experienced in the childcare field and has attended an array of relevant training. However, there are no clear systems in place to monitor the effectiveness of policies and procedures or to evaluate the provision as a whole. Strengths, weaknesses and priorities for improvement have not been effectively identified and this impacts on the provider's ability to drive the setting forward and target improvements where they will have the most impact on outcomes for children.

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

Although, most children demonstrate through their actions that they feel secure, their trust is misplaced because arrangements for safeguarding children are

inadequate. Regulations and duties are not met and this has a negative impact on the judgements awarded for children feeling and being safe and for the quality of the provision.

Children are making satisfactory progress in their learning and development and are gaining the skills they will need in future life. Staff show a suitable awareness of children's individual needs and preferences and the ways in which they learn. They provide children with a variety of experiences that excite and interest them and an atmosphere that is warm and welcoming. Activities are planned both indoors and outside and include a suitable balance of adult-led and child-initiated activities. Children are developing a respect for themselves and others as they explore various religious and cultural festivals and enjoy easy access to a suitable range of resources that portray positive images of diversity. Resources in general are plentiful and a good selection is stored at child-height. Consequently, children are able to make some independent choices about their play and learning.

Each child has their own individual scrapbook that is shared with their parents and contains an array of information. For example, the books include photographs of children engaged in play and descriptions of some of the activities they have undertaken. Staff observe children on a regular basis and have started to complete 'tracker' books for each child. These are in their early stages and are designed to help provide more information for staff and parents about where children are at in their learning and development and where they need to move on next. Staff use information gathered from observations and discussions with parents to inform future planning and children's development records but current methods are not fully effective. Consequently, staff cannot be sure that children are always effectively challenged and supported to reach their full potential.

Most children appear happy and settled. Growing friendships are evident between some of the older children and they actively seek out others to join in their play. For example, some of the older children decided that they would like to make a den using tables and chairs and as a group they rearranged furniture and sought out resources. One child asked for a blanket and another fetched a torch. Staff cleverly stood back to allow the play to develop independently and they only intervened to remind children about safety and to help replace the batteries in the torch. Children were engrossed in their play and showed imagination and creativity. Children are learning to behave appropriately because staff provide them with good role models and encourage manners and care and consideration for others. They offer children gentle reminders and explain why some rules are in place to help protect their safety and welfare. For example, children are reminded not to run inside in case they should fall and hurt themselves or others.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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	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>	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 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:

- |   |            |
|---|------------|
| • ensure that there are effective systems to ensure that any person caring for, or in regular contact with children is suitable to work with children (Suitability of persons to care for and be in regular contact with, children) | 27/10/2010 |
| • take action as specified in the early years section of the report (Records to be kept)  | 27/10/2010 |
| • ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment).  | 27/10/2010 |