

Three Gables Day Nursery

Inspection report for early years provision

Unique reference number EY410081
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Inspector Lorraine Sparey

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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*.

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Description of the setting

Three Gables Day Nursery originally registered in 1962 and was taken over by the current owner in 2010. The nursery operates from the ground floor of a converted house. It is situated in Westbourne in Bournemouth, close to local shops, gardens and a short drive from Bournemouth town centre. The nursery is registered on the Early Years Register and may care for a maximum of 35 children at any one time. There are approximately 25 children on roll who attend at various times throughout the week. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area, as parents travel to the area to work. The nursery currently supports children learning English as an additional language and children with special educational needs and/or disabilities that have mobility difficulties.

A team of 14 staff worked directly with the children and in addition the registered person also works with the children. All staff hold relevant qualifications and modern apprentices also work with the children at different times throughout the week. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are not safeguarded because arrangements for ensuring the suitability of adults are not sufficiently robust. Staff generally engage positively with the children encouraging them to make steady progress; however, on occasions some staff fail to make the most of opportunities to challenge and support children's learning and development. Some aspects of children's health, safety and general well-being are not fully promoted, although, overall, inclusion is promoted appropriately. There have been substantial recent improvements made to the nursery premises and resources. However, in concentrating on developing a welcoming environment for children, some of the Early Years Foundation Stage requirements have been overlooked. Nevertheless, the nursery is suitably placed to maintain continuous improvement.

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 persons living or working on the premises obtain an enhanced Criminal Records Bureau Disclosure and that recruitment and vetting procedures are rigorous and robust and implemented when recruiting new staff (Safeguarding and promoting children's welfare) 29/10/2010
- ensure that the certificate of registration is displayed (Documentation) 29/10/2010

To improve the early years provision the registered person should:

- review the systems to risk assess the premises to ensure that all aspects of the environment are considered to maintain children's safety
- improve children's health by reviewing the nappy changing procedures to further minimise cross infection
- improve assessment procedures by using information gathered from parents about their children's progress to help plan the next steps in their learning, covering all areas of the curriculum
- develop further staff awareness of the Early Years Foundation Stage to enable them to effectively support in children in their play and learning.

The effectiveness of leadership and management of the early years provision

Children are not effectively safeguarded. Systems for checking the suitability of both adults living on the premises and newly recruited staff are not sufficiently rigorous or robust. This places children at risk and is a breach of legal requirements. There are risk assessments and daily safety checks in place to promote a generally safe, secure and well-maintained environment. However, some aspects of the provision have not been fully assessed to ensure children's safety. For example, staff have not identified the potential risk of poisonous plants. Staff demonstrate sound awareness of child protection procedures. They are encouraged to attend training and read the nursery's policies and procedures. The nursery is not displaying the certificate of registration, which is a further breach of legal requirements.

There are some basic systems in place to monitor and evaluate the provision; for example, individual meetings with parents and visits from the local authority support staff. Suggestions arising from these meetings are welcomed and implemented, an example being the introduction of new planning systems, which improves the provision for children. The registered person is being proactive in enabling staff to develop their knowledge and understanding, so promoting their personal development, having enrolled them on various courses with the early years advisers. Additionally, improvements made to the building and play materials provided for the children, demonstrate her desire to develop the nursery. Nevertheless, despite these improvements in outcomes for children, evaluation systems have overlooked a specific requirement with regard to safeguarding

children.

Staff knowledge of the Early Years Foundation Stage Framework varies. As a result, some children's individual interests are not always effectively planned for. This is reflected in the inconsistent quality of children's learning journeys; however, the nursery provides a welcoming and suitably child-centred environment. A wide range of good quality resources is easily accessible to children, so promoting their choices in play and learning. However, staff do not always use these effectively to support children's learning and development, for example during baking activities. There are some basic systems to ensure resources are clean and well-maintained.

Staff are developing effective relationships with other early years professionals in order to support children's welfare and learning. Parents receive some information about the nursery's policies and procedures and how they implement the Early Years Foundation Stage. Staff are developing suitably positive relationships with parents and carers, who report that communication is good and they are kept well-informed. They are pleased with recent improvements to the nursery and comment that their children are enjoying the homely environment. Parents state that their children are doing lots of creative activities and they particularly value being able to take home what the children have made. The nursery is developing systems to share information with other early years settings that children attend; for example, communication books to be shared between the provision, the parent and the other early years settings.

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

Children confidently come into the nursery and participate in a range of suitable activities of their choice. There is a balance of child-initiated and adult-led planned activities. Children are encouraged to develop their own ideas. For example, during a cutting and sticking activity, they use a wide range of creative resources to make their own pictures and collages. Children talk about their pictures, confidently describing them. They are absorbed in the activity creating several pictures to take home. Some children write their names on their work before putting it to dry, demonstrating independence and useful skills for their future lives. Although children enjoy the activities on offer, staff are not always sufficiently organised to engage all the children effectively. For example, when making gingerbread biscuits, some older children take over the activity, resulting in others losing interest and wandering off. Additionally, not all staff plan fully for their key children's next steps in learning, so progress is not as quick as it might be. For example, they do not always gain information from parents to support the assessment process. The nursery space is used well; for example, older children move freely between the creative area and the role play area. They use the decking area freely when they want to play outside. This area is also used appropriately by the babies and toddlers. Older children have additional outdoor opportunities in the lower garden and forest school area, providing a balance of

indoor and outdoor play.

Babies and toddlers are cared for in a separate area within the nursery. During different planned activities, such as music and movement with 'Jelly Beans' they come together with the older children. Siblings enjoy this time and the younger children benefit from the older children showing them what to do. They enjoy using the decking area exploring various materials, such as gloop, jelly, pasta and shaving foam. Toddlers delight in poking fingers into the shaving foam and watch in fascination as staff shine torches. Babies respond to the staff's warm approach. Children are learning about the wider world. There is a wide range of books and resources to promote children's awareness of valuing differences. Children's behaviour is appropriate for their age and stage of development. Staff praise children for their achievements and use appropriate strategies to manage behaviour.

Children's awareness of healthy lifestyles is developing appropriately. They thoroughly enjoy daily opportunities to exercise in the fresh air. Children follow generally appropriate hygiene routines. They learn that they need to wash their hands after creative play, before snack and after using the toilet. Regular nappy changing ensures that children are kept comfortable; however, after changing nappies, staff do not encourage children to wash their hands in order to promote young children's awareness of good hygiene practices. Children benefit from healthy and nutritious meals. Children's individual dietary needs are taken into account. They have a choice of milk or water. Children appear to feel safe in the setting, however, this trust is misplaced as required checks have not been completed. Staff teach children how to keep themselves safe suitably overall; for example, they help children to use scissors safely and monitor them carefully until they are confident to use them independently.

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	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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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