

Market Bosworth Day Nursery

Inspection report for early years provision

Unique reference number EY152690
Inspection date 31/01/2011
Inspector Dianne Sadler

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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

Market Bosworth Day Nursery is one of three settings run by the provider. It opened in 2002 and operates from the ground floor of a house. Children have access to an enclosed outdoor play area. The nursery is situated in the village of Market Bosworth, near Hinckley in Leicestershire.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides care for a maximum of 22 children at any one time. There are currently 22 children on roll, 16 of whom are within the early years age group. The setting is open each weekday from 7:30am to 6:00pm throughout the year. Children attend from the local community and nearby towns and villages.

The setting employs four childcare staff and a qualified cook. Three childcare staff hold appropriate early years qualifications and one staff member is working towards a level two qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's needs are not all being met. The setting gives insufficient regard to the statutory framework for the Early Years Foundation Stage which results in a number of specific legal requirements not being met. Organisation is poor and several systems within the setting are not effective. This compromises children's safety and wellbeing and their progress in learning. Systems to evaluate the effectiveness of the provision are not rigorous enough; consequently, self-evaluation is not effective and too little is done to maintain continuous improvement. Partnerships with parents and other agencies are being developed appropriately.

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 all members of staff understand the safeguarding procedure (Safeguarding and promoting children's welfare) 21/02/2011
- obtain necessary information from parents in advance of a child being admitted to the provision, including information about who has legal contact with the 20/02/2011

- child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare)
- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) (applies to both parts of the Childcare Register) 20/02/2011
- implement effective systems to ensure the individual needs of all children are met through encouraging a culture of reflective practice and involving parents and practitioners in evaluating the impact of your provision (Organisation) 20/02/2011
- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 20/02/2011
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards all the early learning goals (Organisation). 20/02/2011

To improve the early years provision the registered person should:

- Carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children are not adequately safeguarded because policies and procedures are not all understood by staff and are not all effective in practice. Although there is an appropriate child protection policy, staff are not confident with regards to the procedures they must follow if they are concerned about a child's welfare. This significantly compromises children's safety. Children's registration forms have been updated to include all information needed to support their care. However, the setting has not obtained from every parent, information with regards to who has parental responsibility for children and who has legal contact with them. There is a written risk assessment document in place but it has not been reviewed at least once a year. Despite this, all hazards have been identified and minimised to ensure children are cared for in a safe environment.

The setting conducts sufficient checks on all staff to ensure they are suitable to work with young children. However, leaders and managers do not drive ambition and secure improvement effectively because they lack knowledge about the settings performance. Induction procedures are not clear and in the absence of an effective supervision and appraisal system the practice of staff are not adequately monitored. This results in most outcomes for children not being met. The setting has taken tentative steps to complete the Ofsted self-evaluation document but this is incomplete. The setting has also sought support from the local authority; however, targets planned for future improvement are not focused on the main areas of weakness. In addition, not all recommendations from the previous

inspection have been improved upon.

The learning environment is interesting but not inclusive; therefore children's learning is not fully supported. A lack of consideration is given to babies when it is planned for them to play with older children in the main play room. At this time they do not access sufficient resources and receive experiences which are not appropriately adapted to suit their age and stage of development. Resources are bright and colourful and freely available. However, some resources are not in good working order. For instance, when children ask to dance to music and are told they cannot because the CD player is broken, they become frustrated and rebellious. All children learn about differences and diversity through resources which show positive images of diversity and are being made aware of all religious festivals. For instance, for Diwali, children make masks, light candles and listen to music.

The setting is developing positive relationships with parents and there is a regular exchange of information. Parents benefit from informative notice boards displayed within the setting. They have access to written policies and receive regular newsletters. Parents are informed about their children's achievements by accessing the learning journals in which their views are recorded under the heading of the 'Parents voice'. The setting understands the importance of developing positive relationships with other providers.

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

Staff plan to promote all areas of learning but due to poor organisation and staff deployment they are not always effective in practice. At times, adults supervise children rather than actively promote their learning. This significantly compromises the development of all children's social and learning skills. For instance, some children have very limited opportunities to develop their language and communication skills and are praised for being quiet. In addition, some children become disinterested in activities provided for them and do not receive sufficient challenges. Despite this, some children do make some choices in their learning. For instance, older children request a sticking activity to which the adults respond appropriately. Children enjoy exploring different collage materials and glittery pipe cleaners. Older children confidently select all the blue items from the collage box.

The setting has a system in place to observe and assess children's learning but it is not effective in practice. For instance, although observations are recorded in children's 'Learning Journeys', they are not complete for every child. Observations are linked to areas of learning and some next steps are identified. However, the progress children make is not assessed towards all the early learning goals and planned activities and experiences are not appropriate for each child's individual stage of development. This significantly compromises the progress all children make.

Children do not demonstrate that they feel safe. Babies do not gain a sense of

security within the setting because routines are not always focused sufficiently on meeting their needs. For instance, sometimes they are cared for with the older children in the main play room. At this time, babies who are not feeling well are carried around the environment and passed from one adult to another. This results in them not settling easily and becoming distressed. All children have limited opportunities to learn how to keep themselves safe. For example, the emergency evacuation plan is not practised with children on a regular basis.

All children are developing an appropriate awareness of how to keep themselves healthy. They benefit from snacks and meals that are varied and sufficiently healthy and through daily routines are learning to adopt appropriate hygiene practices. There are plans for them to access fresh air and exercise on a regular basis by using the outdoor play area and going out on visits to the local community. For instance, some children enjoy a visit to a local pig farm owned by one of the parents.

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

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| 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

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|--|---|
| 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 | 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 | 3 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 4 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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 | 3 |
| 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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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) 20/02/2011

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) 20/02/2011