

# A.G.N.E.S Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY339356

**Inspection date**

09/06/2011

**Inspector**

Anne Daly

**Setting address**

Bocking United Reformed Church, Church Hall, Church  
Street, Bocking, Braintree, Essex, CM7 5LH

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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

A.G.N.E.S. Day Nursery originally opened approximately 40 years ago, before moving into its current location in 2006. It operates from a hall within the United Reformed Church in the Bocking area of Braintree, Essex. There is level access to the entrance of the premises and all children share access to a secure, enclosed outdoor play area. A maximum of 26 children may attend the setting at any one time, which opens on each weekday from 8.30am until 4pm for 44 weeks of the year.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 72 children on roll, all of whom are in the early years age range. The setting is in receipt of funding for the provision of free early education. Children from the local and wider catchment areas attend for a variety of sessions. The setting supports children who have special educational needs and/or disabilities and can support children with English as an additional language.

The setting employs nine members of staff, of whom two hold level 2 early years qualifications and seven hold level 3 early years qualifications. The setting receives outside support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

A number of specific legal requirements are not being met in respect of insufficient regard being given to the Statutory Framework for the Early Years Foundation Stage. Children's safety and well-being are being compromised through some of the setting's established systems proving ineffective. Evaluation of the effectiveness of the provision is insufficiently rigorous, resulting in ineffective self-evaluation and insufficient action regarding reviews, policies, procedures and documentation. However, partnerships between providers, parents and other agencies are developing appropriately to ensure that staff meet individual children's needs. All staff recognise the uniqueness of each child, and children actively participate in a variety of activities to help them to learn through play and make steady progress towards their Early Years Foundation Stage goals.

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 staff's records of Criminal Records Bureau 30/06/2011

- checks include the dates of the checks (Suitable people)
- notify Ofsted of any change to the individuals who are trustees of its governing body (Suitable people) (This also applies to compulsory part of the Childcare Register) 30/06/2011
  - review and update the complaints procedure to ensure that it reflects the requirements of the Early Years Foundation Stage (Safeguarding and promoting children's welfare) 30/06/2011
  - obtain information from parents of all children regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 30/06/2011
  - record the name and address of every parent and carer known to the provider and which of these the child normally lives with (Documentation) 30/06/2011
  - obtain written parental permission for seeking any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 30/06/2011

To improve the early years provision the registered person should:

- develop further the use of the outdoor area as an easily accessible, stimulating learning environment for children
- encourage children's interest in the world in which they live through visits to the local area
- develop the system of self-evaluation to ensure identification of the setting's strengths and weaknesses in order to maintain continuous improvements.

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

Children are not adequately safeguarded because of insufficiently rigorous procedures and record keeping. There was no evidence that Ofsted had been notified of changes to the trustees of the governing body, resulting in some members not being vetted by Ofsted to ensure their suitability for their positions. Although all staff are routinely checked, some of the details about their Criminal Records Bureau enhanced disclosures were not held on site. Children's safety is further compromised because parents have not given their written permission for staff to seek emergency medical advice or treatment. Registration forms request parents to provide some required specific legal information, but they have not been asked for information as to who has legal contact and parental responsibility for the child; the name and address of every parent and carer known to the provider and which of these the child normally lives with. Therefore, managers may not be able to take the necessary steps to safeguard and promote their children's welfare in line with parents' wishes.

The designated safeguarding officers have attended relevant child protection training and have a sound knowledge of child protection issues and procedures to protect children from possible harm. Children are cared for in a safe and secure environment through a written annual risk assessment identifying potential hazards, including monitoring the temperature of the hot running water. Resources support children's learning and development well, with staff continually reviewing play provision and purchasing new equipment to challenge and interest children in a variety of ways. A cosy book area encourages children to use books to add to their first-hand experiences of the world.

The effectiveness of leadership and management is inadequate. The joint managers have just begun to use the Ofsted self-evaluation form to evaluate the provision for children. However, they have failed to effectively identify weaknesses, particularly those regarding record keeping. They are aware that some policies and procedures required review to ensure compliance with the Welfare Requirements for the Statutory Framework, especially the complaints procedure, but have not taken appropriate action.

Since the last inspection, staff have made improvements by working through the recommendations to enhance the outcomes for children. Current staff are now aware of safeguarding issues and demonstrate ability to implement the policy and procedure in the absence of the designated members of staff. They now have regular appraisals to monitor and assess their development and training needs.

All staff hold recognised early years qualifications and remain fully committed to further developing their knowledge by attending additional short training courses to ensure improvements to children's learning environment. They have all completed paediatric first aid training to enable them to appropriately care for children in the event of accidents or illnesses. Children's welfare needs are met through the setting meeting required staffing ratios and effectively deploying staff to support their play and care. This enables children to choose to play indoors or outdoors and staff to support their individual toileting needs. However, not all outdoor activities challenge children, for example, items are not labelled to ensure they see written words and numbers.

The manager and staff effectively ensure that all children are well integrated, while sound working partnerships with outside agencies ensure every child receives good levels of support. Children's developing awareness and understanding of people's differences are promoted through the provision of small world toys, books and the celebration of their own and others' cultures, beliefs and festivals.

Parents confirm that they have established positive relationships with staff. They receive a prospectus informing them that they may wish to read the full policies and procedures accessed by asking staff for the operational plan. Staff and some parents complete communication books, while daily 'wow leaves' are displayed for children to share with parents. All staff complete children's learning journeys, which parents can access at any time.

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

Children and their families feel settled, happy and secure when being warmly welcomed into an inclusive environment, and children develop a sense of belonging when seeing displays of their artwork. Staff actively support children in their learning and development, and create a colourful and stimulating environment for learning by enabling children to participate in purposeful play and exploration. Planning effectively supports individual children in their learning and development by covering all areas of learning and providing appropriate challenges for all children. Staff observe and assess their progress and use sensitive, appropriate observations to inform their future planning by identifying each child's next steps in learning.

Children are happy and display confidence when taking initiatives while working independently and cooperating with each other. Activities are divided into specific areas to enable children to have a varied range of age and stage-appropriate toys from which to choose. The outdoor environment offers a variety of activities, encouraging children's interest and curiosity, including growing strawberries and pumpkins to enable them to learn to care for plants by examining changes over time. However, children do not go on outings into the local area to further develop their interest in the world in which they live.

Children behave well, with consistent clear boundaries for behaviour within the setting helping their confidence by knowing what is expected of them. They feel free to express their feelings and staff help them to develop strategies to cope with new, challenging or stressful situations. They are beginning to show an understanding of healthy lifestyles through personal hygiene routines and themed activities on what is needed to maintain the health of their teeth. They are provided with opportunities to develop the necessary skills for their future, including confidently completing simple computer programmes and being aware that water will flow from a container when you turn the knob. Children's knowledge about personal safety is encouraged by gentle reminders from staff about how to safely carry scissors. They develop the hand control needed for later writing by using a range of tools in art and craft activities. Their language skills are developing through staff engaging in their play and taking time to listen to them.

## 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	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

<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 provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

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. (Changes of people). 30/06/2011