

Gable Nook Day Nursery

Inspection report for early years provision

Unique reference number	500085
Inspection date	21/09/2011
Inspector	Tracey Harrison

Setting address	541 Wilbraham Road, Manchester, Lancashire, M21 0AH
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Telephone number	0161 881 9179
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Email	
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Type of setting	Childcare - Non-Domestic
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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

Gable Nook Day Nursery is privately owned and has been registered since 1996. The nursery operates from the ground floor of a Victorian detached house in the Chorlton area of Manchester. There are four main rooms where children are grouped according to their age and ability. A fully enclosed area is available for outdoor play. The nursery serves the local community and surrounding areas.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 25 children may attend at any one time. There are currently 27 children on roll. Of these, no children are in receipt of nursery education funding. The nursery is open Monday to Friday from 8am until 5.45pm, all year round except for public holidays and one week at Christmas. There are eight staff working with the children. Of these, seven hold childcare qualifications and one is working towards a qualification. The nursery is a member of the National Day Nursery Association and receives support and training from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are provided with a range of experiences to enable adequate progress in their development. Children appear happy and settled in the setting and staff know the children well. However, there are no effective systems in place to evaluate the quality of the setting and there are significant gaps in meeting the statutory requirements of the Early Years Foundation Stage.

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 written procedures for dealing with complaints and concerns from parents are put in place and maintain a written record (safeguarding and promoting childrens welfare)(also applies to both parts of the childcare register) 20/10/2011
- implement an effective policy on administering medicines, to include written permission from parents before any medication is given (promoting good health) 20/10/2011
- ensure that all staff are suitably checked and a written record is maintained of enhanced Criminal Record 20/10/2011

Bureau disclosure unique reference numbers and the date they were obtained (safeguarding and promoting childrens welfare)(also applies to both parts of the childcare register)

- ensure that at least one person who has a current paediatric first aid certificate is on the premises and outings at all times when children are present (promoting good health) 20/10/2011
- take all reasonable steps to ensure adequate risk assessments are in place and are regularly checked with particular reference to each room (suitable premises and equipment)(also applies to both parts of the childcare register). 20/10/2011

To improve the early years provision the registered person should:

- use the self-evaluation process to inform quality improvements and identify the setting strengths and priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff are aware of local safeguarding policies and have adequate procedures in place to manage any concerns they may have about children in their care. However, staff are not appropriately vetted and therefore not deemed suitable to work with young children. In addition, there are times when there is not a first aider present when children attend. This is a breach of regulation and therefore means that children are not safe. The setting has sought some consents, such as, for applying sun cream, however, the setting has failed to understand the regulations and does not gain written permission before administering medication.

The environment is welcoming and children appear happy and settled in their environment and move freely around the setting. For example, children are able to access some continuous provision and preschool children are able to independently access the bathroom. However, staff do not make effective use of risk assessments to support them in ensuring the areas used by the children are safe. For example, risk assessments are not in place for each room and regular checks are not carried out. This is a breach of regulations.

Staff have sufficient knowledge of the Early Year's Foundation Stage and use this adequately to support children in their learning. The environment is welcoming and organised to meet the needs of children with all areas of learning included. For example, the rooms are equipped with an appropriate range of activities, such as home corner, construction, matching games, and book corners and creative development, such as painting. Deployment of staff adequately meets the statutory requirements and a keyworker system is in place.

Systems are not in place to assess and evaluate the setting and to identify

priorities for improvement. Therefore, the setting is not aware of their strengths and weaknesses. The setting has addressed some of the previous actions and recommendations, but not all. For example, the outdoor area has been developed to include all aspects of learning and is used regularly. However, there is still little furniture and equipment to help babies pull themselves up.

The setting forms relationships with parents and carers by gaining useful information about each child, such as, dietary needs and sharing development records. The setting occasionally uses newsletters to share information about topics planned and also asks for volunteers, for example, the expertise of a parent when developing the outdoor area with logs. This means that parents' wishes and children's individual needs are adequately met and parents can become involved in their child's learning. However, there are no written procedures in place for dealing with complaints and concerns. Relationships with other provisions and professionals involved with the children are sought when required to contribute to supporting children's welfare and learning, such as, transitions to other settings with supporting information and documents.

Staff are aware of how to support children who have special educational needs and/or disabilities are aware of the individual needs of the children. They readily adapt activities to ensure that all children can access them. An equal opportunities policy is in place and supports the staff. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children feel safe in their environment and staff encourage children with frequent praise, kindness and attention, promoting their sense of belonging. This means children are happy and settled in their surroundings. Consistency of staff and a shared approach to managing behaviour has contributed to this. Children are encouraged to be independent and meet their own care needs when appropriate and staff only provide assistance if required. There are regular fire evacuation practices and children regularly go on outings and are made aware of how to safely cross the roads and how to stay safe in a group. For example, they regularly go on trips to the supermarket and local post office. However, there are significant gaps in the welfare requirements, which means that children are not kept safe.

Children have regular access to the recently improved outdoor area which includes all areas of learning and meets the needs of all ages and abilities. For example, there is a barked play area for the younger children that has low-level equipment for children to pull themselves up on and promotes their physical development. Older children have opportunities for den making, exploring and using large equipment. Children are provided with fresh fruit each day and menus are rotated weekly. However, all children, regardless of age, have the same meal, which is not appropriate for babies. Hygiene practices are promoted by staff through role-modelling. This means children are supported in developing independence.

Staff observe children regularly and develop individual planning linked to medium-

term plans for each room. The keyworker system supports the outcomes for children's learning. Most children engage in free play and have access to a range of activities, such as, construction, investigation equipment with magnifiers and a home corner with real fax machines, mobile phones and phone books. There are also cooking utensils from other cultures. Children all also engaged in matching games, collage and story times. Consequently, children are making steady progress towards the early learning goals in all six areas of learning.

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

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	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

The quality of the provision in the Early Years Foundation Stage	4
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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 (suitability and safety of premises and equipment). 20/10/2011

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 for the early years childcare register (arrangements for safeguarding children). 20/10/2011