

Field House Day Nursery

Inspection report for early years provision

Unique reference number	EY332404
Inspection date	10/11/2011
Inspector	Lynne Milligan
Setting address	Munro Street, Stoke-on-Trent, Staffordshire, ST4 5HA
Telephone number	01782 844 863
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Field House Day Nursery opened in 2006. It is privately owned and operates from a renovated school building in Stoke-on-Trent on the outskirts of the town centre. Local schools, parks and other amenities are close by. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year. Children share access to secure enclosed outside play areas.

The nursery is registered on the Early Years Register. A maximum of 70 children may attend the nursery at any one time. There are currently 56 children aged from five months to under five years on roll, some in part-time places. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 19 members of staff. Most of the staff hold appropriate early years qualifications. The manager holds a foundation degree in early years. The nursery also employs a qualified cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Outcomes for children at Field House Day Nursery are inadequate. Systems to review, monitor and measure the effectiveness of the provision have failed to identify the significant weaknesses and several legal requirements are not met. These relate to staff understanding of safeguarding procedures, equality of opportunities, behaviour management, risk assessment, and the educational programme. Practice is at times inconsistent and insufficient, and, as a result, children's progress is limited. Poor inclusive practice seriously hinders the nursery's ability to include and support those children with additional needs, and there is a tokenistic attitude towards working with others.

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 members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 25/11/2011
- implement an effective policy about ensuring equality of opportunities and for supporting children with special educational needs and/or difficulties (Safeguarding and promoting children's welfare) 25/11/2011

- apply an effective behaviour management policy which is adhered to by all staff (Safeguarding and promoting children's welfare) 25/11/2011
- take all reasonable steps to ensure that hazards to children - both indoors and out are kept to a minimum (Suitable premises, equipment and environment) 25/11/2011
- use systematic observations and assessments to identify learning priorities, and plan and provide meaningful experiences which are appropriate to each child's stage of development (Organisation). 09/12/2011

To improve the early years provision the registered person should:

- improve the cleanliness of premises and equipment, including babies' high chairs and the outdoor play resources.

The effectiveness of leadership and management of the early years provision

Children's safety is significantly compromised as staff have an inadequate understanding of their roles and responsibilities for protecting children from abuse. As with many of the numerous written policies, staff are aware of their existence but are unable to confidently implement procedures into everyday practice. Direction from key members of staff has been compromised as roles have recently changed, and systems to monitor working practice do not address issues that have the potential to put a child at risk. Supporting documentation, which includes accident records and risk assessments, are often used in isolation, as staff do not recognise the links between them and how they affect another. For example, written records of accidents to children are not used to identify hazards during risk assessments, which prevents the implementation of well-focused safety measures. This is clearly evident in the outdoor area, where children play with a variety of wheeled toys. Evaluations of this area have failed to identify the risks associated with the gradual slope. This contributes to regular accidents where children fall off their tricycles, bicycles and scooters, some resulting in minor head injuries. Staff's response is to just put the scooters away rather than seeking inclusive approaches that allow the more-skilled children to use the scooters safely, while helping less-skilled children learn about the dangers and develop their abilities. High chairs for babies are stored outside and are wiped over with cloths but not disinfected, and the slides and seats on outdoor toys are dried with a towel that is then left on the ground. This compromises children's health.

Documentation is overseen by the manager, with relevant updates sometimes fed back to staff. Evidence is gathered to ensure a staff member's suitability to work with children, but files are disorganised and include personal documents that are safeguarded under the Data Protection Act. Each staff member has had a current Enhanced Criminal Records Bureau check. Some staff already have an appropriate early years qualification, and others are working towards a level two qualification. Simple processes are in place to monitor their progress, but these are poorly managed in order to identify gaps in their learning.

Partnerships with parents and carers are adequate. The nursery is building on relationships through simple processes which inform parents of their child's progress, their care needs and forthcoming events, such as garden parties and parents' evenings. An open-door policy allows parents to visit with their children as they settle and talk to staff while observing practice. Links with other settings, such as local schools, have begun to support continuity of children's care. The nursery's ability to work with other professionals, such as speech and language therapists, is tokenistic and does not support a multi-agency approach. Staff rarely get involved and do not realise the significance of these links. As a result, some children's care and learning is uncoordinated, and this leads to significant gaps in their development. The differences between the progress of boys and girls are not monitored, as staff assume equality and diversity solely concerns children who either speak another language or who have a disability. Wider situations, including age, step-parent families and single-sex families are not considered when planning for children's needs.

Systematic failures in the monitoring and reviewing of processes have led to a number of regulations not being met. Key roles, which include the special educational needs coordinator and safeguarding officer, have only recently been filled to cover staff currently on maternity leave, and this has contributed to the lack of direction and support in these key areas. Evaluations carried out by the management team lack substance and merely check to see if a procedure is in place rather than measuring its effectiveness. This has resulted in a significant disparity between the setting's self-evaluation and its actual practice. Some of the recommendations from the previous inspection have been addressed in a practical sense, but many lack meaning to the children; staff still do not encourage their use and understanding of books, for example.

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

Healthy lifestyles are generally well promoted in the nursery. Children receive a balanced and nutritious diet, which is prepared by a qualified cook in facilities considered 'excellent' by the local authority. Sound practice is demonstrated throughout the nursery but particularly in the baby room, where, from an early age, youngsters learn the importance of hand washing. They have their hands cleaned and dried before eating and staff encourage them to feed themselves as they eat small slices of banana, apple and pear. Opportunities for young children to become familiar with counting and colours are used as staff discuss the number of slices they cut from the yellow banana. Older children are asked how many plates they may need, but at times find this difficult as it is clearly not embedded in everyday practice. Drinks are generally served after meals, with jugs of water provided throughout the day. However, these are stored out of reach as in the toddler room and with no cups. This does not promote independence. Most children are instructed about safety because they are told to sit still, to take turns and to be careful when using small tools such as scissors. On occasion, staff explain why they need to be careful, such as when older children cut paper and are told what will happen if they do not use the scissors correctly. Younger

children and especially babies have simple safety issues regularly reinforced as they are asked to remove fingers from high chair trays and are told why, when using a sharp knife to cut fruit, 'we have to be careful'.

Older children's behaviour is insufficiently managed as staff practice is particularly poor. Children are not helped to recognise how their behaviour can affect others. Often staff rely on telling children what they can and cannot do, with little or no explanation as to why. Measures such as time out are used inappropriately and have no long lasting positive effect on children's behaviour, which is often repeated as they are frustrated and sometimes uninterested. Staff push children's legs under the table, saying 'sit nicely' or threaten children by requiring them to behave or face the consequences, which include depriving them of outside play. This way of managing children's behaviour does not build on their strengths and does not help them to become confident, self-assured individuals.

The learning and development requirements are not fully understood by the majority of staff who work at the nursery. Significant inconsistencies between the rooms mean that practice varies from satisfactory in the baby and toddler room, to poor in the pre-school rooms. Staff tend to work in isolation from one another and rarely share good practice in order to provide a seamless provision. Therefore, as children move through the nursery, their development is patchy, with significant weaknesses not identified or addressed. Planning is simple and has taken time to embed. Staff focus primarily on child-initiated play but fail to carefully use their observations to plan adult-led play. As a result, activities are uninteresting and lack challenge. Younger children, however, do have support and although this is simple, it does provide interest, which promotes their development. Staff are more confident in these rooms and provide children with a range of activities that cover all areas of learning. However, frequently throughout the nursery observations of children's existing levels of development are not effectively used to plan their next steps. This results in poorly delivered activities with assessments based on broad ideas about where staff would like to take children's learning in the future. In some rooms, this is purely guess work. Resources are basic, and children only play with what is out, which is, at times, uninspiring. Areas such as communication, language and literacy are poor as children do not independently select books, write for different purposes or label their own work. Children's ability to solve problems, reason and use numbers in a variety of everyday activities are minimal and at times non-existent, especially in the older rooms. Staff interactions lack not only quality but also consistency.

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	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	4
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
--	---

Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 25/11/2011
- ensure that childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child relating to their childcare are met (How the childcare provision is organised) 25/11/2011
- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised) 25/11/2011
- 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). 25/11/2011

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 actions as specified in the compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children, How the childcare provision is organised, Suitability and safety of premises and equipment). 25/11/2011