

The Green Room Nursery

Inspection report for early years provision

Unique reference number	221639
Inspection date	14/12/2011
Inspector	Emma Bright

Setting address	Valence House, 7 West End, Woodditton, NEWMARKET, Suffolk, CB8 9SN
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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.

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Description of the setting

The Green Room Nursery is managed by a private provider. It opened in 1987 and operates from the ground floor of the registered provider's home in a village close to Newmarket, Suffolk. The nursery is open from 9am to 3.45pm five days a week in school term times. All children have access to an outdoor play area.

A maximum of 14 children may attend the nursery at any one time and there are currently 33 children on roll who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children come from a wide catchment area.

The nursery employs four staff, two of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The individual needs of children in the nursery are not routinely met. The lack of challenging learning opportunities significantly restricts children's progress and personal development. Children are not cared for adequately in a secure environment so their health and safety are at risk. The organisation of the provision is currently weak and the provider has not met a number of requirements. Self-evaluation fails to identify significant issues and consequently not enough action is taken to secure improvement. Links with parents and carers are not strong enough, and are not focussed on children's learning and development.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

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 there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play. This refers to practitioners being able to demonstrate they are familiar with the content of the areas of learning and development (Organisation) 01/02/2012
- request written parental permission at the time of the child's admission to the provision, to the seeking of 06/01/2012

- any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)
- ensure the premises, both indoors and outdoors are safe and secure and take steps to prevent intruders entering the premises (Safeguarding and promoting children's welfare) 06/01/2012
 - promote the good health of children and take necessary steps to prevent the spread of infection, with particular regard to hand washing routines (Safeguarding and promoting children's welfare) 06/01/2012
 - keep a record of all accidents and first aid treatment and inform parents of all accidents or injuries sustained by children whilst in the care of the provision and of any first aid treatment given (Safeguarding and promoting children's welfare) 06/01/2012
 - obtain enhanced Criminal Records Bureau Disclosures for every person aged 16 or over who works directly with children and keep records of information used to assess suitability to demonstrate to Ofsted that checks have been done (Suitable people) 01/02/2012
 - ensure the risk assessment takes account of outdoor and indoor spaces, furniture, equipment and toys so that they are safe and suitable for purpose. Maintain this record when and by whom they have been checked (Suitable premises, environment and equipment) 06/01/2012
 - undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 01/02/2012
 - organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 01/02/2012
 - keep a daily record of the children's hours of attendance (Documentation) 06/01/2012
 - ensure records are easily accessible and available for inspection by Ofsted (Documentation). 06/01/2012

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are inadequate. Procedures for recruitment are not robust as the provider was unable to demonstrate that appropriate Criminal Records Bureau disclosures have been obtained for all

members of staff. Children are at risk because the premises, including the outdoor area are not secure and intruders are not prevented from entering the premises. Although a brief risk assessment is in place, it does not contain sufficient information to ensure that resources and the premises have been checked appropriately. The daily record of attendance does not show the times of children's attendance and accident records are not consistently completed and shared with parents when the accidents occur. These are breaches of the welfare requirements, have a significant impact on children's welfare and result in children not being fully safeguarded. Staff are aware of the setting's safeguarding children procedures for reporting any concerns and some have attended child protection training. They adequately deploy themselves to ensure that children are generally supervised.

The leadership and management of the nursery is inadequate and does not promote children's welfare or support children's learning and development. Although areas for improvement have been identified with external support, the management team lack the necessary knowledge and understanding of the Early Years Foundation Stage requirements to maintain continuous improvement. For example, all the recommendations from the previous inspection have not been addressed. Practice is not sufficiently inclusive to ensure the needs of all children are met, including children who have special educational needs and/or disabilities, and children who have English as an additional language. For example, some groups of children do not receive adequate challenge to support their learning, and there are limited resources to reflect the diversity of the children attending. As a result, they underachieve and have little opportunity to explore their differences and similarities.

Although some of the required documentation is in place, records, policies and procedures were not easily accessible or available for inspection. This affects the safe and efficient management of the provision and means that children's safety is not adequately promoted. Information is provided for parents about the nursery and adequate systems are in place for staff to gather brief information about children's individual care needs. Staff have developed warm relationships with parents and they offer daily verbal updates so that parents are informed about their child's care. However this does not extend to keeping them informed about their child's achievements in their learning and development. Partnership links with other providers have not been developed as currently children do not attend any other settings.

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

Children's progress towards the early learning goals is limited because staff do not understand how to deliver the learning and development requirements of the Early Years Foundation Stage or what they need to do to support children's learning effectively. This limits their ability to plan relevant and motivating learning experiences which meet individual children's needs and provide sufficient stimulation and challenge. Staff do not effectively observe, evaluate and assess

children's progress; although each child has an assessment record it is not used to systematically identify appropriate learning priorities for each child. Planning does not adequately cover all areas of learning through a broad range of motivating experiences for each child's stage of development. As a result, staff are not able to adequately help children learn and develop to their full potential.

The learning environment does not promote children's personal, social and emotional development consistently. Children have limited opportunities to make choices about what they play with because the range of resources both indoor and outdoors is poor. They have few opportunities to develop their skills of independence given their capability and starting points and this affects their disposition to learn. The key person system is not successful in ensuring that a genuine bond is formed with the child. Staff do not value and celebrate each child's uniqueness and it is not reflected in their approach to children and how they present activities. Although, staff have developed warm relationships with children and children enjoy their company.

Children learn about number and counting through songs and action rhymes. However, they are not adequately supported in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts. Children's learning and competence in communication, language and literacy is not adequately supported. Staff do not use effective questioning to encourage children to extend their thinking and offer challenge in their learning. Children have opportunities to draw and look at books, but they make limited progress because they are insufficiently supported and extended. Inappropriate activities, such as templates and worksheets and drawing over dots to form letters,, hinders children's progress in developing their early writing skills. Children have insufficient opportunities to develop their early writing skills in a meaningful and practical way through a range of situations and for a range of purposes during their play.

Children have no opportunities to explore and experiment and find out things for themselves. There are limited resources for children to appreciate diversity and value differences. Children show an interest in art activities and particularly enjoy sprinkling glitter onto paper. However, they are not able to express and develop their own ideas because there are limited media and materials available for them to choose from. Children have insufficient challenge and this inhibits their ability to create, experiment and learn independently and this affects their future learning.

Children's welfare is not promoted adequately because the provider does not ensure that hand washing arrangements are appropriate and this puts children's health at risk. Children are beginning to learn about the importance of a healthy diet as parents provide a range of suitable snacks and packed lunches. Children take part in physical activity and have some opportunities to play outdoors where they enjoy riding on tricycles. However, the outdoor area is not effectively used to support children's physical development and ensure they can practise their skills in a range of exciting, challenging activities. Children's behaviour is appropriately managed. Although, the lack of challenge and limited resources sometimes means that older children become boisterous and over time this affects their disposition to learn.

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	4

The quality of the provision in the Early Years Foundation Stage

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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	4
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:

- develop effective systems to ensure that any person caring for children is suitable to work with children and this must include obtaining an enhanced CRB check (Suitability of persons to care for, or be in regular contact with, children) (also applies to the voluntary part of the Childcare Register) 01/02/2012
- ensure that no one can enter the premises without the knowledge of a person who is caring for the children on the premises (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 06/01/2012
- undertake a risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 06/01/2012
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept) (also applies to the voluntary part of the Childcare Register) 06/01/2012
- keep a record of accidents which involve the children being cared for on the premises where childcare is provided (Records to be kept). (also applies to the voluntary part of the Childcare Register) 06/01/2012

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 (Suitability of persons to care for, or be in regular contact with children, Records to be kept). 06/01/2012