

Bundles of Joy Day Nursery

67 Old Meeting Street, West Bromwich, West Midlands, B70 9SR

Inspection date

27/11/2012

Previous inspection date

11/11/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Safeguarding requirements are not met. Not all staff caring for children are suitability vetted before leaving them alone with children. The premises are not safe and fit for purpose, putting children at risk from hazards and faulty equipment.
- The educational programmes do not adequately cover all areas of learning in enough depth or breadth and observation and assessment systems do not help build on children's achievements.
- Staff have a poor knowledge of the learning and development requirements resulting in weak practice that does not meet to all children's needs. Consequently, children are not well prepared for their next stage of learning.
- The key person system is not well embedded. The quality of care practice is variable and does not support all children's emotional well-being and welfare. Management of children's behaviour is inconsistent and on occasions lacks sensitivity.
- Monitoring and supervision of staff is ineffective and poor identification of training needs results in poor practice. Leadership and management at all levels and self-evaluation are weak and have too little impact. Consequently, the nursery has poor capacity to improve.

It has the following strengths

- Children are provided with freshly prepared meals and snacks which are healthy, balanced and nutritious.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all of the playrooms.
- The inspector held meetings with the person in charge and proprietor of the setting.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Bundles of Joy Day Nursery originally opened in 1999 and was re-registered under the current ownership as a limited company in 2009. It operates from a detached building in West Bromwich, West Midlands. Children are cared for in four base rooms and have access to a fully enclosed outdoor play area. There is no lift access to the first floor. The setting is within easy access of local amenities and serves the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting is open Monday to Friday all year round from 7am until 6.30pm. Children are able to attend for a variety of sessions. Currently there are 36 children on roll, of whom, all are in the early years age group. The setting is in receipt of funding for the provision of free early years education for two-, three- and four-year-olds. The setting supports children with English as an additional language.

The setting employs 11 members of staff. Of these, two hold a qualification at level 6, one holds a qualification at level 5, and two hold a qualification at level 3. Six are working towards a qualification at level 2. The setting receives support from the Local Authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff whose suitability has not been checked through a Criminal Records Bureau check do not have unsupervised contact with children being cared for
- ensure the premises are fit for purpose and there are effective systems in place to identify, report and deal with hazards and faulty equipment
- ensure the educational programmes have depth and breadth across all seven areas of learning and are implemented through planned, purposeful play and a mix of adult-led and child-initiated activities
- improve observation and assessment arrangements to ensure staff consistently use this information to understand children's level of achievement, interests and learning styles to shape learning experiences to help further extend all children's learning
- improve the assigned key person system to help offer a settled relationship for the children and tailor experiences to meet their individual needs and opportunities for parents to be involved in their children's learning
- ensure the behaviour management policy clearly identifies acceptable strategies adopted to manage children's behaviour and is used consistently to manage children's behaviour in a positive and sensitive manner
- ensure appropriate arrangements are in place for the supervision of staff including support, coaching and training to increase staff's knowledge and skills.

To further improve the quality of the early years provision the provider should:

- improve leadership and management by improving the self-evaluation and monitoring systems and the role of the leadership team to ensure well-focused improvement plans are in place to secure improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make inadequate progress within the Early Years Foundation Stage because staff are unclear about the learning and development requirements. Consequently, learning and development and assessment requirements have not been met. The planning system is inconsistent and not fully implemented or understood by all staff. In addition it does not cover all seven areas of learning in sufficient depth and breadth and incorporate planned, purposeful play and a mix of adult-led and child-initiated activities. Staff do not effectively use the observation and assessment system in place to recognise children's progress, understand their needs, and plan tailored activities. Consequently, all children, and in particular the less able and more able children and those who speak English as an additional language are not supported sufficiently to help build on what they know.

Staff lack enthusiasm. Poorly prepared activities, a shortfall of exciting resources and weak adult interventions often results in children showing poor levels of interest in what is made available. They frequently exhibit disruptive and challenging behaviour. On the occasions when staff do provide a meaningful experience which captures the children's interest, children show improved levels of concentration and enjoyment. For example, a group of two to three years olds are interested in the drums. They pat the drums along with the member of staff and enjoy the sound and count along. Staff spend much of their time directing children, supervising them and correcting their behaviour rather than placing an emphasis on raising achievement such as, asking children questions to make them think and introducing new vocabulary, ideas and concepts.

Staff use songs, action songs and musical instruments to provide enjoyable opportunities for children to sing-a-long and increase their vocabulary. Books are made available in the rooms but are not presented attractively and therefore children show little interest in them. Children from three years are provided with a variety of writing materials such as pencils, crayons, chalk and paper daily and some of these children show appropriate levels of interest in what is provided as they make their creations.

Staff provide appropriate opportunities for children to begin to sort and match through using a varied range of construction toys, puzzles and games. The routine in the pre-school room incorporates a daily session on the mat, where staff encourage children to recognise letters of the alphabet and link sounds and recognise shapes. However, staff fail to use the daily routine and children's play to encourage children to count and consider early calculation. In addition, older and more able children have little opportunity to recognise numerals and consider concepts such as size, weight, capacity and measurement through practical and enjoyable experiences such as in the water and sand, to further extend their learning.

The regular celebration of a variety of religious festivals provides a base for children to learn about their own and other cultures. For example, children dress in a variety of traditional costumes, listen to music and make craft items in relation to the festival and taste various foods. Some children have been planting and caring for plants. However, staff place little emphasis on, and the educational programme includes, limited opportunities for children to learn about people, places, technology and the environment.

Staff caring for children over two years in particular, provide occasional opportunities for children to express their creativity and imagination through using arts and crafts materials and sensory experiences such as painting, making collage, dough and cornflour mixed with water. In addition small world toys and the role play resources are provided in the rooms. However, they often lack challenge and are not well presented and consequently, not well used by the children.

Staff work reasonably well with parents and carers to keep them up to date about the children's care needs. For example, all children have a written diary with details about meals, sleep, nappy changes and what activity they have enjoyed. However, systems to keep parents and carers informed about their children's achievements and progress and engagement with them in guiding their children's learning at home is inadequate due to poor observation and assessment arrangements.

The contribution of the early years provision to the well-being of children

The key person system is not well embedded because of the numerous staff changes and this results in variable care practices and a lack of support for children's emotional well-being and welfare. For example, children are often upset and unsettled, particularly in the rooms where there have been recent staff changes. Staff do not consistently make the time to reassure these children. In contrast, staffing in the baby room has remained more consistent and consequently, these children are happy. They form secure attachments and are developing their confidence to explore their environment.

The structure and routine of the day helps children understand what is going to happen next and many respond well to changes in the routine. Staff know the children's eating habits and sleep routines and provide well for these. For example, babies are fed and sleep according to their individual routines. Staff management of behaviour is inconsistent. The behaviour management policy does not clearly identify acceptable ways to manage children's behaviour in the setting. Consequently, there are inconsistencies in the way which 'Time out' is used and on occasions staff fail to sensitively explain to children how their actions will hurt others.

Healthy eating is encouraged as staff provide a snack consisting of fresh vegetables and fresh and dried fruits, milk and water. In addition, children are provided with breakfast, lunch and tea. The four weekly menu is freshly prepared on site and meals are healthy, balanced and nutritious and enjoyed by the children. The outdoor area provides children

with an appropriate range of opportunities for physical play such as using wheeled toys, balls, hoops and the climbing frame and balancing beams. However, staff do not place enough emphasis on ensuring all have the opportunity to use the outdoor area daily. The planning and use of available resources both indoors and outdoors are under-developed and consequently, children make insufficient progress in their learning and development.

Regular hand washing is encouraged to help children develop appropriate hygiene routines. The environment is kept appropriately clean and staff use protective clothing such as aprons when changing nappies. All staff and leaders are not vigilant enough to ensure that children are kept safe and their welfare promoted. For example, the inconsistencies in behaviour management, the use of unsupervised staff who have not been vetted caring for the children and inadequate systems in reporting and dealing with hazards and faulty equipment, seriously compromises the children's well-being, safety and welfare.

Staff know the children's personalities, likes and dislikes but fail to take into account their developmental starting points and their next steps in learning. Consequently, children are not well prepared for school or their next stage of learning. There are adequate systems in place to share information about children's care with the local feeder schools and the other settings that some of the children attend. However, because of the shortfall in observation and assessment records, supporting transitions in relation to the education of children is poor.

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

The leadership and management team consists of the two joint proprietors of whom one is also the person in charge and is responsible for the day-to-day management of the setting. However, over the last two years the person in charge has been absent for several months due to two periods of maternity leave. During these periods the named deputy has taken charge. However, roles and responsibilities have not been clearly defined and the lack of planned direction, monitoring and supervision has resulted in a fragmented and inadequate service.

The leadership and management team fail to fulfil their responsibilities in meeting the learning and development and assessment requirements of the Early Years Foundation Stage, including overseeing the educational programmes. This results in educational programmes which do not adequately cover all seven areas of learning; weak practice that is not matched to all children's needs and insufficient systems in the monitoring of children's progress. In addition, they have failed to meet the Safeguarding and Welfare requirements of Early Years Foundation Stage. For example, two new staff members whose suitability has not been checked through a Criminal Records Bureau check, have been left unsupervised with children being cared for. In addition hazards in children's rooms such as a trailing wire, uncovered electric socket, crumbling skirting boards and a low broken wall vent have not been identified or reported as a risk or swift action taken to

minimise the hazards. All of the staff team have a satisfactory understanding of their role and responsibilities in relation to child protection issues such as reporting abuse and neglect and have a sound understanding of the written safeguarding policy and procedure.

Self-evaluation, monitoring, direction and challenge by the leadership and management team are weak and have too little impact. Self-evaluation fails to identify all areas for improvement and any actions taken to tackle areas of identified weakness have been insufficient or ineffective. For example, at the last inspection the setting was graded good and instead of making progress, practice and quality of provision for children has deteriorated. The person in charge recently returned from maternity leave and is aware from her observations that practice is poor. Plans have been made to ensure the person in charge will spend the majority of her time in the rooms observing and supervising staff. However, it is too early to see the impact of this work. Therefore, currently there are ineffective systems in place for the supervision of staff including support, coaching and training to increase staff's knowledge and skills and improve practice, which is a legal requirement that has not been met.

Parents and carers are warmly welcomed and those spoken to on the day report they are happy with the service provided as it is convenient and their children enjoy attending. Parents receive verbal and written feedback about how their children have been. However, they do not receive information about how the Early Years Foundation Stage is being delivered or how they can access this information. Partnerships with the local feeder schools, other settings and agencies continue to develop.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Criminal Records Bureau (Suitability of persons to care for, or in regular contact, with children) (both parts of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare. (Suitability and safety of premises and equipment) (both parts of the Childcare Register).
- take action as specified above (Suitability and safety of premises and equipment

and Suitability of persons to care for, or in regular contact, with children).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number

EY401277

Local authority	Sandwell
Inspection number	893474
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	36
Name of provider	Peaches Day Nursery Limited
Date of previous inspection	11/11/2010
Telephone number	0121 553 5744

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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