

Primary Colours Day Nursery

The Trident Youth Hut, Galmington Road, Taunton, Somerset, TA1 5NN

Inspection date	05/12/2012
Previous inspection date	28/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from healthy, nutritious, home-cooked snacks and meals. Mealtimes are social occasions with children making choices and serving themselves.
- Children enjoy a range of exciting toys and activities inside and outside, such as exploring different textures and play materials using everyday objects.
- Children are happy, well behaved and have positive relationships with each other and staff.
- Children benefit from having well-qualified staff who are continuously seeking new ideas to implement.

It is not yet good because

- Children are not fully supported to learn about keeping themselves safe. For example, by taking part in risk assessments of the premises.
- Children are not fully supported to be independent regarding self-care or to learn about good hygiene. Water for hand washing is too hot so they can only use the cold tap, toilet rolls are not always easily accessible, toothbrushes are not always stored hygienically and drinking water for younger children is not always easily accessible.
- Management do not adequately monitor the consistency of staff's performance or their observations and assessments to ensure they are maintained and accurate to reflect children's progress.

- Some records are not immediately available for inspection and are kept off the premises without prior agreement from Ofsted. This is a breach of requirement.

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.

Inspection activities

- The inspector talked to the owner/manager and undertook a tour of the premises inside and outside.
- The inspector observed children in the baby area and pre-school area.
- The inspector carried out a joint observation with the owner/manager of an activity in the pre-school area.
- The inspector looked at safeguarding and welfare requirement documentation.
- The inspector looked at Learning and Development requirement documentation.

Inspector

Sara Bailey

Full Report

Information about the setting

Primary Colours Day Nursery registered in 1999. It operates from its own area within The Trident Youth Hut in Taunton, Somerset. Children are cared for in one large room which is divided for babies and pre-school aged children. They are children's bathroom facilities

and shared adult toilets and kitchen facilities. There is an enclosed area for outside play. Children also use the adjoining tennis courts and park for outdoor play. The nursery is registered on the Early Years Register. There are currently 42 children on roll, who attend for a range of sessions. It is open from 8am to 6pm Monday to Friday, all year round, apart from bank holidays. The owner/ manager is supported by 9 staff with level 3 and above qualifications in early years, one member of staff has a level 2 and one is unqualified. The nursery receives funding for the provision of free early education to children aged two, three and four. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve supervision of staff with regard to the consistency of their teaching practice and the accuracy of their observations and assessments of their key children
- ensure records are easily accessible and available for inspection

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

- support children to learn more about health and independent self-care by improving the hygienic storage of toothbrushes, improving children's access to water of an appropriate temperature for hand-washing providing toilet roll in all toilets and making sure that drinking water is always available to all children
- help children recognise danger, for example by allowing them to take part in risk assessments of the premises.

Inspection judgements

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

The learning and development requirements of the Early Years Foundation Stage are beginning to be implemented to meet children's individual needs. Some staff are more confident than others at delivering the seven areas of learning, resulting in some activities being well supported. This helps children develop appropriate skills for school or the next stage of learning. However, some staff do not always adequately answer children's questions to extend their learning. Children are making satisfactory progress towards the early learning goals.

Staff base planning on children's individual interests and stage of development and take into account observations from the child's key person. This shows children's uniqueness is considered and staff know children well. Staff use the Development Matters in the Early Years Foundation Stage guidance to identify children's starting points on admission, to assess their progress and identify their next steps. Some of these records have not been well maintained previously, so there are gaps in children's progress, which is not a true reflection of a child's development. This makes it difficult to use them to inform planning and gives inaccurate information to some parents about their individual child's development, although they are also given additional information verbally and through daily diaries. Parents also view photographs at the end of the day, which shows the activities children have participated in. A wipe-on board gives parents new ideas of learning through play at home and posters are displayed about the Early Years Foundation Stage. The two-year-old progress checks are beginning to be considered by staff. Staff appropriately support children with special educational needs and /or disabilities.

Staff in the baby room appropriately concentrate on supporting the key areas of learning of younger children. Babies benefit from making relationships, interaction and physical activities such as using tunnels to crawl through and steps to climb. Staff in the pre-school room help the older children to make steady progress. A Christmas craft activity is adequately supported through positive interaction to help children learn about colours such as silver and gold and they are helped to roll a marble around in the paint to make patterns. Staff make group story time more stimulating by encouraging children to join in with songs and using musical instruments as the story progresses. Staff provide a range of food for children to explore, such as a plate of cranberry sauce for using their fingers to make marks in and a plate of sweetcorn for them to pick up one by one using large plastic tweezers to fill pots with. This helps to develop their physical skills.

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

Children and babies are happy and settled. They are familiar with all staff but also enjoy warm relationships with their key persons. Children are well behaved and follow instructions such as helping at 'tidy-up time'. There is a clear routine which makes children feel secure. Children benefit from a wide range of toys and activities to meet all of their needs, both inside and outside. The inside learning is taken outside when weather allows, such as a book corner, tables and chairs for table top toys. There are exciting resources such as guttering for cars and balls to be rolled down and netting for camps.

Children learn about healthy lifestyles from their nutritious meals. They enjoy a substantial breakfast with a choice of warm porridge, toast and other cereals. They benefit from home cooked meals at lunch time, such as a roast dinner and tea time such as beans on toast, with fruit or raw vegetable snacks in between. Most children have easy access to drinking water at all times, with the use of a water cooler for older children to help themselves to. However, although babies are supposed to have beakers of boiled water out at all times this did not happen on the day of inspection. Children are generally independent in their use of the bathroom although they do not always routinely flush the

toilet or wash their hands unless reminded. However, children's independence is not fully supported because the tap water is currently either scalding hot or freezing cold and awaiting a plumber. This makes it difficult for children to manage washing their hands without extra supervision. One of the toilets does not have a toilet roll as the holder has broken, so once again children are unable to be fully independent. Children are encouraged to clean their teeth after lunch although some toothbrushes are not stored hygienically. Children learn about other aspects of hygiene through positive staff role modelling, such as wearing disposable aprons and using hand sanitiser before dealing with food and using anti-bacterial spray on the nappy changing mat between each use.

Children learn how to keep themselves safe through discussions and appropriate use of safety gates. They wear hi-visibility jackets on outings and their walks to the local school, which keeps them safe on the roads and develops positive links with the school to help prepare children for transition. However, children do not have additional opportunities to learn about danger through activities such as helping staff to make risk assessments of the premises.

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

All staff are clear about the safeguarding policy and procedures, which are updated regularly to take into account any changes, such as other users of the community centre on the premises during nursery opening hours. The designated person for safeguarding is booked on additional training to further improve her knowledge. Suitable systems are in place to vet staff to help ensure their suitability to work with children. Proof of these checks were available at inspection for most staff but a small number were at the manager's home since she is updating files. Children's confidential records have also been taken home by staff to complete, so these were also unavailable for inspection until the staff collected them in their lunch breaks. It is a requirement to ensure records are easily accessible and available for inspection. Confidential information must be held securely and can only be kept off the premises with prior agreement from Ofsted which was not sought. Although staff sign to say they will store these records in a locked cupboard when taken home, this is a breach of regulation. There is no impact on this occasion. The environment is safe for children because risk assessments are carried out and all potential risks are appropriately identified and addressed.

The managers monitor and continuously change and improve their systems for planning, observation and assessment to meet the learning and development requirements. However, they have only just begun to monitor staff's record keeping of individual children's progress when they became aware of problems in this area. This remains an area for further development as does monitoring consistency of staff performance. The managers are supportive of staff's training needs and have recently introduced supervision and appraisals to develop this further. Staff bring new, fresh ideas from their own research and reading to implement in the nursery. The setting's self-evaluation includes a detailed action plan for further improvement but they are only in the early stages of addressing these. The managers are open to constructive feedback and improving

outcomes for children. They have some partnerships with other settings children attend and plans to develop others more formally to further benefit children and families. Staff have positive partnerships with parents.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	142858
Local authority	Somerset
Inspection number	893219
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	42
Name of provider	Susan Wendy Fursdon
Date of previous inspection	28/07/2009
Telephone number	01823 334507 or 07747 708069

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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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