

# St Michael's Nursery

Rear of St Michael's Court, off Crocketts Lane, Smethwick, West Midlands, B66 3BX

## Inspection date

07/12/2012

Previous inspection date

09/02/2010

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

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

- The provider lacks sufficient knowledge of the Early Years Foundation Stage requirements and monitoring of the quality of the provision is ineffective in securing improvement. Staff are not wholly secure in their understanding of safeguarding procedures.
- Staff's knowledge about children's learning is variable resulting in some of the observations and assessments being inaccurate, particularly in the preschool.
- The key person system is not well embedded and hinders how parents are engaged in sharing their children's learning and development in the setting and at home. This is particularly weak with regard to promoting children's acquisition of English as an additional language.
- Children's health and well-being are not sufficiently promoted as some areas of the premises are not adequately maintained in a safe and clean condition, particularly the bathroom and the outside play area.

### It has the following strengths

- Children develop independence in the selection of their toys and resources due to the low level storage and the thoughtful layout of the care rooms.
- Children enjoy planning their own imaginative and role play, copying adults in their daily routines and sharing their play with the familiar and friendly staff.

## 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 and interaction in all of the care bases.
- The inspector checked the premises inside and outdoors.
- The inspector spoke with the owner and conducted joint observations with the manager and the deputy.
- The inspector examined a range of documentation, including records to assess staff suitability and qualifications, policies and procedures and children's developmental records.
- The inspector took account of some of the information supplied by parents in their children's documentation.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

St Michael's Nursery was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in single storey premises in Smethwick in Sandwell and is privately owned and managed. The nursery

serves the local area and is accessible to all children. It operates from four base rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of child care staff, all of whom hold appropriate early years qualifications at level 2 and 3. The manager and deputy also hold Foundation degrees in Early Childhood Studies. The nursery receives support from the local authority.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 44 children on roll, of whom 41 are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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 the monitoring of practice to ensure that the quality of teaching is more effective and consistent in all areas of learning and development for all children
- ensure that staff fully understand the safeguarding policies and procedures and know who to report to in the nursery should they have any child protection concerns about the children in their care
- ensure that staff engage actively in the supervision and appraisal procedures to effectively build on staff skills, identify underperformance and set targets for improvement
- improve staff's knowledge of their roles and responsibilities as key persons and how to use the learning and development requirements to accurately observe and assess children's progress
- ensure that children whose home language is not English are provided with effective and stimulating opportunities to develop their acquisition of English
- ensure that the premises are clean, safe and fit for purpose, with particular regard to the bathroom, carpets and the outdoor area.

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

- plan more effectively for the different ways in which children learn, particularly where children can benefit from active play outdoors
- encourage parents to become more actively involved in their children's learning and

development, sharing what children do at home, as part of their overall progress.

## **Inspection judgements**

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

Staff have a limited understanding of the learning and development requirements of the Early Years Foundation Stage Framework. This results in practice that is weak and inconsistent. For example, some children from families where English is an additional language are not effectively supported in developing their communication skills. Little effort is made to seek and use key words in the family's home language in order to help children settle more easily and begin to acquire spoken English. This results in some children being very quiet and reluctant to communicate orally. Parents contribute basic information about their children's needs. They are not always actively encouraged to exchange further information or share their views. This hinders how children's learning at home is valued as a true partnership.

Planning is in place but does not fully take into account of children's interests or levels of ability. This is because observations and assessments are not consistent and some are inaccurate in their content. Consequently, there is poor attention given to linking the areas of learning and planning children's next steps. For example, a child is assessed as using expressive language when most of the words used are labelling words which repeat the names of pictures of items, such as a teacup. Staff working with babies and younger children relate the ages and stages of the children's progress more accurately, particularly as children reach their physical developmental milestones.

Older children are not wholly supported in extending their learning as staff have limited expectations and do not fully consider the differing ways in which children learn. Where children engage in self-chosen play, staff do not extend the learning opportunities or question children sufficiently to encourage them to think and reason. For example, a child creates a 'birthday cake' for a member of staff from the magnetic triangle shapes. Staff comment on how nice the 'cake' is but fail to expand the conversation. They do not consider asking about birthday ages, the shapes used to make the object or what ingredients might be used when making a real cake. Some younger, more active boys achieve more effectively through outdoor play and their behaviour improves in the open spaces. The lack of access to the outside area hinders the learning and development of these children and does not support them in learning to manage their behaviour.

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

Since the last inspection there have been some improvements made to the building. New windows and patio doors have been fitted and the setting is now more secure. Babies benefit from more light in their room and being able to see the outside play area. Carpets have been replaced although the fitting in some areas has necessitated the use of

adhesive tape which is starting to peel and become uneven. There is a water leak in the children's bathroom that has not yet been attended to resulting in a permanent puddle on the floor. Risk assessments are not wholly effective in addressing such oversights. This results in risks to children regarding potential cross infection and hazards to their health and well-being.

Opportunities to explore the outside play area are limited at present as this is not being used due to concerns about the condition of the play surface which have not yet been attended to. Occasionally, children do walk to the nearby park and visit the library so they become aware of their local community. Children enjoy their meals, prepared daily on site by the cook who is warmly welcomed into the rooms at lunch time. Babies are supported well in developing self-feeding skills and trying new tastes. Older children's awareness of health and hygiene at snack time is hindered as they do not always have a dish or plate to place foods, such as raisins on.

In other respects the improvements made to the layout of the care rooms has improved the children's access to resources. Older children engage in modelled role play, taken from the staff's actions. For instance, a child becomes the 'doctor' attending to a doll who has had a serious fall and 'broken her head'. The child uses a toy from the medical kit in the doll's ear, replicating staff's use of the new digital thermometer. Younger children access the computer, and seek out friendly staff to support them in selecting suitable programmes as they begin to develop an awareness of sharing and taking turns.

Children are assigned a key person to support their care, learning and development. Some staff are not secure in knowing exactly who their key children are. Consequently, some parents are not kept fully informed of their child's progress or encouraged to engage fully in their children's learning and development. The setting does seek to work openly with other professionals and external agencies for some children who may require early intervention and support. This has aided the support for some of the younger children who receive funded education. The manager also seeks to secure some additional support for families with regard to developing parenting skills. Children are reasonably well-prepared for their movement to other settings or schools. They become familiar with the various school uniforms and logos as older children attend before and after school sessions.

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

The provider lacks knowledge of the Statutory Framework for the Early Years Foundation Stage requirements. Monitoring and evaluation procedures are weak. The management team is aware of areas of weakness within the setting but processes to tackle poor and inconsistent practice are not sufficiently focused. Some staff also do not actively engage in the appraisal procedures swiftly enough. Consequently, attempts to improve are slow and ineffective. The setting is starting to use a quality assessment process from the local

authority for self-evaluation but it has not been in place long enough to have had sufficient effect.

There are adequate processes in place for the recruitment and selection of qualified staff who undergo the required Criminal Record Bureau checks. Staff have the opportunity to refresh their First Aid and food hygiene certificates on a regular training programme. Some staff have specific skills, such as, using 'Makaton' sign language and bi-lingual skills. These are not always used to the most effect, particularly when supporting children with additional needs or speech and language concerns.

Staff attend safeguarding training and policies and procedures are in place to inform parents of the child protection arrangements. While senior staff have a sound knowledge and understanding of the procedures, some staff are unaware of recent changes to the member of staff who takes lead responsibility for child protection. They are also not always aware of who the senior member of staff is on duty when the manager or deputy are not present. This hinders how any possible concerns might be managed swiftly and compromises children's safety.

### 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 that the premises and equipment used for the purposes of the childcare are safe and suitable (Suitability and safety of premises and equipment) (also applies to both parts of the Childcare Register)
- take action as specified above (Suitability and safety of premises and equipment).

### 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
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		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

<b>Unique reference number</b>	EY336687
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	893209
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	44

<b>Name of provider</b>	Albert Nathaniel Watson
<b>Date of previous inspection</b>	09/02/2010
<b>Telephone number</b>	01215583446

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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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