

Community Childcare Centres

Waite End Day Nursery, Mill Road, Waterlooville, Portsmouth, Hampshire, PO7 7DB

Inspection date	07/02/2013
Previous inspection date	14/09/2012

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

- Staff do not always supervise children appropriately and accidents are not monitored to promote their welfare.
- Strategies for managing children's behaviour are not always implemented to promote children's well-being.
- Partnerships with parents are inconsistent and the key person system is not effectively implemented to promote children's care and learning needs.
- The provider's monitoring of the provision and teamwork and communication is not sufficient to improve practice and benefit the children.
- The programme for communication and language, and support for children with English as an additional language is weak, which limits children's progress in these areas.
- Learning and development opportunities for the youngest children are weak, which means they do not have sufficient opportunities to learn and develop.
- Some areas are under resourced and the outdoors is uninspiring and uninviting, which limits children's enjoyment and progress.

It has the following strengths

- Staff work in partnership with external agencies to support children with Special Educational Needs.
- Staff participate in external initiatives to promote boys learning and positive behaviour.

- Mealtimes promote children's independent learning.

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 inspectors interviewed the manager and group manager regarding behaviour management and safeguarding.
- The inspectors spoke to staff of key children and observed their teaching practice.
- The inspectors observed practice and looked at children's progress records, planning, and sampled documentation, particularly related to safeguarding.
- The inspectors spoke to some parents to gain their views of the setting.
- The inspectors undertook a joint observation with the manager.

Inspector

Lindsay Osman and Loraine Wardlaw

Full Report

Information about the setting

Waite End Day Nursery opened in 2001. It now occupies two separate buildings housing Growing Places at Mill Hill Nursery and Growing Places at Mill Hill Pre-school, which are

within the premises of Mill Hill Primary School in Waterlooville, Hampshire. Both premises have fully enclosed outside learning areas. The out-of-school care operates from the same site and also uses the school outside facilities for sporting activities. The out-of-school care opened in July 2003. Both parts of the provision operate under the umbrella of The Community Childcare Centres and are managed by a board of trustees with a group manager who is responsible for overseeing all the centres. The centres are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are links with the school on site and the setting receives advice from the local authority children's centre support teacher.

The setting is open for 51 weeks of the year from 8am until 6pm. Breakfast and lunch are available and are cooked on the premises. The pre-school is open from 9am to 3pm, term time only. The after-school club is open every afternoon during the school term from 3.15pm until 6pm. Children attend from several schools nearby as well as the school on site. Holiday play schemes operate during school holidays; care is offered from 8am until 6pm. There are currently 139 children on roll altogether. The provision receives funding for the provision of free early education to children aged two, three and four years. The setting welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. There are 25 members of staff employed altogether. Of these, one holds Qualified Teacher Status, one holds a level six qualification two members of staff hold level five, one holds level four, 13 hold level three, three hold level two and four members of staff are unqualified.

What the setting needs to do to improve further

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

- improve safety for children by; ensuring staff supervise children appropriately; implement strategies for managing children's behaviour; and monitor the accidents to look at ways to reduce risks
- engage more successfully with all parents by; implementing an effective key person system to communicate regularly with all parents; and keeping them well informed about their children's progress.
- foster a culture of mutual support, teamwork and continuous improvement by; introducing a rigorous process of monitoring and reflective practice to effectively identify strengths and weaknesses in the provision; and taking account of the views of staff, children and their parents
- improve the programme for communication and language, particularly for the younger children and those children learning English as an additional language

- improve children's learning and development opportunities, particularly the younger children by; having a separate area to meet their needs; ensuring resources are rich, plentiful and inviting, indoors and out; and increasing staff knowledge of implementing an effective educational programme

Inspection judgements

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

The provider does not meet all of the learning and development requirements. The buildings are clean and generally well maintained. Children have plenty of space to move around in each of the rooms and most do so confidently. However, in the pre-school room there is no separate area for the under twos, which results in younger children feeling insecure and overwhelmed in the large building. There is also a limited range of resources available in some areas of the setting for children to use. For example, particularly in the outdoors area and those linking to the creative area. Therefore this does not provide them with an environment that enables their learning needs to be met. Staff carry out observations of children's activities and make written assessments of most children's progress. Although staff explain that they link the children's learning intentions to the planning, this is currently not always evident in practice. They do not provide appropriate support to all children in order to help them make adequate progress. For example, staff are not always aware of children's first languages and therefore those children who speak English as an additional language receive limited support. In addition staff do not sufficiently support all the individual needs young children or sufficiently promote their communication and language development.

In the older age group, children can easily help themselves to resources they wish to play with. This enhances the children's independence skills. However, although boxes are labelled clearly with pictures, such as the diggers, sometimes there are none available for the children to use. Staff use various scenarios to develop children's imagination, for example, children use polystyrene blocks and other props to build an igloo. Another group build a bridge from blocks to re-enact the Billy Goats Gruff story. At times resources are not readily available to support children's play and staff have to go off to search for materials for them. Generally, children are encouraged to make choices about their play with opportunities to choose resources from the low-level units. However, resources to support babies and very young children's continual development are more limited. Although staff provide care and cuddles to babies and they feel secure, their learning environment is not stimulating or inviting to explore. Some staff demonstrate a sound knowledge and understanding of all how to promote all areas of learning. They interact well with children, talking about what they are doing and show an interest in their learning. Children demonstrate growing independence as they learn to do things for themselves, such as serving their toast and marmalade at snack time and accessing the toilets.

Overall, older children are generally beginning to learn the skills they require to support their future learning. However, younger children and those children with English as an additional language are not having their individual needs met. Staff make observations of

children's learning but these are of a variable quality and sometimes state children are observed doing, rather than what they are achieving and identifying next steps in their learning. This means that adults are not always aware of how to support children's learning further, or build on any progress they may be making. Although staff are caring there is no effective key person system in place to ensure that every child's care is tailored to meet their individual needs. However, children with special educational needs and or disabilities receive good tailored support from staff and outside agencies.

Management acknowledges that further development is required to drive ongoing improvement. In particular monitoring the provision and any inconsistencies of practice across the setting. Regular staff meetings are held to share information and discuss aspects of the provision.

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

Children enjoy food that is freshly prepared by the on-site cook. Meal times are social occasions when all children sit together in small groups with staff. They have opportunities to develop their independence skills by serving themselves food and pouring drinks from the large jugs. Water is freely available for children to get from water coolers for themselves throughout the day.

On the whole staff provide appropriate support to children in their play through talking with them and playing with them. However at times the organisation of the provision and supervision of children is poor. This results in some children's behaviour deteriorating and accidents and incidents occurring. There have been a significant number of these recorded recently, despite monitoring systems being initiated. Staff are not always good role models when promoting good behaviour. For example, pre-school staff sometimes shout to one another across the room rather than going over to talk. Children with special educational needs are supported well in the pre-school and links with external agencies are well established. The provision is involved in a project to improve learning outcomes for boys and this is having a positive effect on their development. Identified children and their key person receive weekly support from the project and implement any advice to meet their individual needs and promote positive behaviour. The key person approach is not effective or fully embedded in practice and there is no buddy system consistently in place across the provision. This results in children not always having their emotional needs met if their key person is absent. In addition there is a lack of organisation for children under two years in the pre-school room. This means that younger children are unable to develop strong bonds with their key person.

Children are not always encouraged to care for their learning environment and staff do not effectively risk assess to identify potential hazards. Staff do not regularly remind them to return resources where they come from, such as aprons. This results in trips and hazards and items left on the floor, which makes the nursery appear uncared for and presents a safety risk to children.

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

The provider is not meeting all the safeguarding and welfare requirements. Although staff are generally aware of their responsibilities to promote children's welfare and safety they are not consistently doing so. They demonstrate an understanding of the provisions safeguarding policy and procedures and what to do if they have a concern about a child. The provider has recently implemented systems for mentoring and supporting staff in improving their knowledge and have set individual targets, including addressing under performance. However, these processes have not yet resulted in sustained improvements in staff's practice or their consistency in implementing procedures. It has also not made an impact on their understanding of the learning and development requirements. Observation, assessment and planning procedures are not consistent or effective in all areas, so that activities often do not match children's needs or sufficiently engage them. In the baby area, the layout of furniture, equipment and activities is not particularly inviting and does not encourage babies to seek out resources and play.

The nursery develops some positive links with parents. However, some parents report that they do not receive enough information about how their children's achievements and progress. Management reports that they have plans to implement improvements with support from the group manager who is already helping them to raise the quality of provision. Currently most evaluation of the provision is completed by the management team. This is because currently a culture of mutual support, team work and continuous improvement is not being promoted across the whole provision. Therefore staff are not contributing to monitoring the effectiveness of their work with children. Although there is an action plan in place to develop identified management issues this has not yet improved practice sufficiently. The arrangements are not yet robust and weaknesses in practice and their impact of children learning and development have not been effectively met. For example, the lack of sufficient planning in the baby room and the weakness in the development of younger children's communication and language.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	160819
Local authority	Hampshire
Inspection number	900159
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	0

Number of children on roll	139
Name of provider	Community Childcare Centres
Date of previous inspection	14/09/2012
Telephone number	023 92258557

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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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