

Nurture Me Day Nursery

Snapethorpe, Rugby Road, LUTTERWORTH, Leicestershire, LE17 4HN

Inspection date	16/04/2013
Previous inspection date	21/08/2012

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

- Children's safety is compromised. Risk assessment procedures are not always effective and the supervision of children not always adequate, especially outside. Furthermore, accident forms are not completed for every injury or accident, including head injuries.
- Appropriate interventions are not made to support individual children who are making less than expected progress. This is because children's progress is not sufficiently monitored. As a result, gaps in children's learning do not close quickly enough.
- The quality of teaching in the older pre-school children's room, is weak. Activities lack appropriate challenge and support to ensure children make sufficient progress. Some resources are not used effectively to promote learning. Furthermore, the required progress check for children aged two, is not completed.
- Older pre-school children's behaviour is generally inappropriately managed and children are given insufficient guidance on appropriate behaviour outdoors. This affects the well-being and safety of individual children and of those around them.
- Self-evaluation is not accurate and does not identify priorities for improvement, to ensure that the provision for children significantly improves.

It has the following strengths

- The youngest children are offered choices using imaginative methods, which encourages their independence and motivation. Practitioners sensitively encourage babies to explore and investigate.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 had a tour of the premises including the out of school unit, with the manager.
- The inspector talked to parents, children and practitioners and the managers throughout the inspection.
- The inspector observed children playing and/or being cared for in each of the three pre-school rooms, in the garden and in the dining room.
- The inspector carried out joint observations with the manager.
- The inspector examined children's development records and discussed their progress with key persons and with the manager.
- The inspector examined a selection of policies, the setting's self-evaluation form and other documents.
- The inspector held a meeting with the manager.

Inspector

Caroline Midgeley

Full Report

Information about the setting

Nurture Me Day Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted building on the outskirts of Lutterworth in Leicestershire and has a large enclosed outdoor area. It is managed by a partnership. The nursery serves the local area and is accessible to all children. There are 14 members of staff who care for children. Of these, 10 hold appropriate early years qualifications at level 3 and two at level 6. The remaining staff are working towards a qualification at level 3.

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 126 children on roll, 67 of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. In addition the nursery has an out of school club, which runs from separate rooms in the same building. The nursery 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:

- keep a written record of all accidents or injuries and first aid treatment. Inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given
- ensure that all practitioners are fully aware of procedures for assessing any risks to children's safety, particularly in the outdoor area, and take necessary action to minimise or remove risks to children's safety
- ensure that children are adequately supervised to ensure their safety, this specifically relates to outdoor play activities
- reflect on observations and assessments of each child's level of achievement and next steps for learning, to shape appropriately challenging and enjoyable learning experiences for individual children
- increase practitioner's knowledge and understanding of the characteristics of effective teaching and learning and ensure that they reflect these when planning and guiding children's activities
- review each child's progress when they are aged between two and three, and provide parents with a short written summary of their child's development in the prime areas
- monitor children's progress rigorously so that any learning and development needs are identified and addressed in partnership with parents and/or carers and any relevant professionals
- implement an effective behaviour management policy and procedures to ensure, particularly the older children, are given appropriate, clear guidelines about their behaviour in order that they can feel safe and secure in their play.

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

- support children to play and explore further, by making effective use of resources, for example, by providing readily accessible resources for mixing colours, joining things together and combining materials and encourage children to develop their own ideas
- develop effective systems to continually monitor the quality of teaching,

observations, planning and assessment and behaviour management, to ensure that children receive a good quality learning experience

- implement rigorous and effective systems for self-evaluation to inform priorities and set precise targets for improvement that will significantly improve the provision for children.

Inspection judgements

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

Some practitioners do not support children's development well because they do not deliver and support activities in ways that meet the needs of individual children. For example, the practitioners plan to water the seedlings. This is suitable outdoor activity, however, many children run around the concrete path and through the castle structure for most of the session with little input from the practitioners. Towards the end of the outdoor play session, a practitioner calls the children together to water the plants. The group of 16 children is too big, the area is too cramped and the children become impatient for their turn. The practitioner asks the children questions, but these do not encourage children to think imaginatively, or to extend their language skills. This is because the questions require only a short answer which is either right or wrong. This means the activity does not extend most of the children's learning or encourage children to experiment and find out things for themselves.

Practitioners choose activities which are not appropriate for the children's stage of development. For example, a practitioner chooses a matching game to play on the carpet, with a group of 12 three- and four-year-olds. The practitioner asks the children to find the matching cards that she has placed face down on the carpet. After a few minutes the practitioner realises 80 cards are too many for this age group. She tells the children she needs to remove some of the pairs to make the task easier. Most of the children wander off and the game is abandoned. Another game is selected by the remaining children but there are pieces missing and the practitioner does not know the rules. This affects children's attitudes towards learning and their readiness for school, as they do not gain a positive approach and suitable skills for learning.

However, some activities are well planned and effective. For example, a key person in the two-year-old room notices that one of her key children is very interested in party invitations. As a result of this observation, she places a wide range of drawing materials on a table, together with paper and scissors. Practitioners sensitively support the children, as they select from an interesting range of papers, pencils and crayons. Children enjoy making writing-like marks, as they practise controlling the drawing materials. Some children practise using scissors. The practitioners gently support and encourage all the children. This means the children are engaged and motivated. They spend a very long time exploring the resources given their age. This activity enables the practitioners to develop not only children's physical skills, but also their personal, social and emotional

development as they take turns, persevere and succeed. It also encourages children to develop an interest in writing and drawing. Practitioners in this room ensure children's interests are promoted using a range of imaginative ways. For example, children choose from a range of painting techniques, such as, splatter painting, bubble painting and painting with brushes, by pointing to a photograph of the type of painting activity they would like to do. Practice in the baby room is strong. Practitioners cuddle babies and encourage them to explore their environment.

Key persons keep development files for each child. These include regular observations of activities, and summaries of attainment. All practitioners use the publication 'Development Matters in the Early Years Foundation Stage' to effectively assess children's stage of development. They use this information to track children's development against expected developmental bands. Practitioners plan activities based on children's interests. For example, they plan activities based on superheroes, and set up the role play area as a school which includes all the uniforms for the schools that children will be moving onto. However, they do not use the assessments of children's development to effectively plan future activities that specifically meet their learning needs. When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development. However, the nursery only provides parents with this assessment if they request it. This is a breach of legal requirements and does not ensure that parents receive timely information about their children's progress. Furthermore, they do not ensure that suitable interventions are put in place to support children who are not making expected progress towards the early learning goals. This means they do not adequately support children's learning and development and gaps in children's learning do not close quickly enough. In addition, some children are not provided with sufficient challenge during activities to ensure that they make sufficient progress.

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

The provision is inadequate, although the environment is light, very spacious and generally equipped to promote all areas of learning. Poor teaching and maintenance of resources limits children's learning in some areas of the nursery. For example, although there is a free standing easel in the three- and four-year-olds room it is not well used to promote children's independent learning. This is because there is no adequate supply of paint, brushes or paper accessible to the children. There are no resources readily accessible to children to allow them to mix colours, join things together or combine materials. This limits children's independence and creativity. The spacious role play area is well equipped and organised to provide for children's needs. For example, a group of children were interested in playing superheroes, so the role play area was equipped as a favourite superheroes den. Practitioners recently changed this area into a school, because children in this room will be moving on to school next term. It contains a range of resources including the uniforms of the schools that children will be attending. However, practitioners do not take advantage of these resources to promote children's learning well or to support the children in their forthcoming transition to school.

However, resources are well organised and maintained in rooms occupied by the younger

children. The baby room is light and spacious. There is plenty of space for young children to practise crawling and walking. There is a good range of appropriate furniture and interesting resources. For example, practitioners provide a range of plastic bottles for babies to explore in a cosy corner and low, safe furniture encourages children to practise standing. Low storage units also allow babies to access resources, such as bricks. This encourages children to be mobile and to explore and investigate. Displays show pictures of children having great fun in a range of messy play activities, which encourages their sensory exploration. These displays also help keep parents informed about what their children enjoy at the nursery.

The behaviour of the three- and four-year-old children is not well supported. Children are generally over-directed by practitioners indoors and given insufficient guidance on appropriate behaviour outdoors. Children in this age group are generally not encouraged to take responsibility for their behaviour. This limits their independence and sense of well-being. Also, as children are not getting appropriate, clear guidance about their behaviour, this affects the well-being and safety of themselves and of others, especially outdoors. However, practitioners caring for younger children have devised ways of encouraging them to take responsibility and make choices. They listen to and support children well. For example, practitioners ensure a painting activity is available on a daily basis and use photographs of children painting, to help them select the activities on subsequent occasions. This encourages children to develop their independence and self-esteem. The behaviour of the younger children is managed well. Younger children develop strong attachments to their key person who cares for their needs appropriately. For example, babies are encouraged to independently explore their environment, but practitioners are at hand to encourage them and to support and extend their learning.

All the children, except for the babies, eat in the spacious dining room. Practitioners serve children from a trolley and children's dietary requirements, as discussed with parents, are respected. Children learn to manage their personal hygiene appropriately. They know to wash their hands before going to lunch. Older children can decide to play indoors or outdoors for most of the day, although practitioners monitor this choice. For example, they have noticed that some children do not like outdoor play, so they have introduced a set playtime every day, at which time all three- and four-year-olds play outdoors. Younger children have opportunities to play outdoors on a daily basis. This means all children have opportunities to get fresh air and exercise.

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

The inspection took place following notification of an accident to a child in the outdoor area, which raised concerns about the procedure for recording accidents and about the safety, behaviour and supervision of children. The inspection found these to be inadequate. The manager does not monitor the provision sufficiently. For example, although she analyses accident forms from each of the rooms, she does not ensure that accident forms are completed for every injury or accident. Some accidents are not recorded. It is a requirement of the Statutory Framework for the Early Years Foundation Stage, and the Childcare Register to record all accidents. Because some accidents are not

recorded, it also means that the manager's analysis of the range and type of accidents and incidents, is inaccurate, therefore, this does not ensure that potentially dangerous situations for children, are promptly identified and addressed.

The manager does not have clear and well-understood procedures for assessing risks to children's safety. Although she has written risk assessments that cover many aspects of the outdoor and indoor provision, reducing risk frequently relies heavily on staff supervision, which is not always adequate. For example, when older children play outside, staff stand together in an area where they are unable to effectively supervise all areas of the outdoor space that children use, such as behind the castle structure. The manager does not adequately consider the risks associated with some aspects of provision. For example, the former car park area is steep and surfaced with tarmac. It is also covered in loose stones and the area is used by children for wheeled toy. Therefore, it represents a safety risk to children because practitioners are not given clear guidance on how to ensure children's safety when using this area. The setting has a range of policies, including a safeguarding children policy. However, the manager does not monitor practitioner's practice, or their understanding of policies sufficiently. As a result, there is poor quality teaching, specifically in the three- to four-year-olds room and poor practice with regards to ensuring children's safety. The manager consults practitioners about areas for development. However, the current improvement plan does not identify or show how weaknesses in teaching, assessment, or weaknesses in systems that aim to ensure children's safety, will be addressed.

Although the manager has effective systems in place across the whole nursery to accurately record children's developmental stages in each area of learning, she does not monitor children's progress sufficiently to ensure that they make appropriate progress. This means appropriate interventions are not put in place to support individual or vulnerable children who are making less than expected progress. As a result, some children are not well prepared for their next stage of learning. The nursery staff work with other professionals who provide care for children. Relationships with local schools help staff to share information to support children as they move into school. The setting provides advice and support for parents. Many parents are very positive about the care that the nursery provides and feel that staff at the setting are friendly and very helpful.

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:

- keep records of accidents which occur on the premises where childcare is provided (Records to be kept)

- ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment)
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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 action. 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	EY440607
Local authority	Leicestershire
Inspection number	912888
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	97
Number of children on roll	126
Name of provider	Helen Smith & Polly Underhill Partnership
Date of previous inspection	21/08/2012
Telephone number	01455698141

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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, which are usually the childminder's 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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