

The Day Nursery

Virgin Active The Humberstone Club, Humberstone Avenue, GRIMSBY, Grimsby, DN36 4SX

Inspection date

Previous inspection date

07/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 happily engage in a range of indoor and outdoor hands-on learning experiences, which are suitably planned around their developmental needs and interests.
- The setting works in partnership with parents and carers, sharing and exchanging information to help children to feel settled and secure in their surroundings. They also have some good systems in place to encourage parents to become involved with their children's learning and development, sharing information from home through Henry bear.

It is not yet good because

- Deployment of staff is not always fully effective to ensure children's care needs are continually met and their learning and development effectively promoted. A well-established programme of professional development is also not yet firmly embedded in practice to consistently monitor and improve how staff work.
- The registered provider has failed to notify Ofsted of who is managing the setting and records relating to the administration of medication are not always maintained. This results in the setting not meeting all requirements, which potentially impacts on children's safety.
- A full range of stimulating resources for children to access in the room for children aged two to three years, are not in place to enable them to fully explore and investigate. There is also scope for staff to increase the range of open-ended questions used with

all children, to provide further challenging play experiences.

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 observed activities in the three main playrooms and in the outside play area.
- The inspector spoke with a range of staff from each room and held a meeting with the manager. She also conducted a joint observation with the manager.
- The inspector looked at relevant documentation including observational assessments, policies, the setting's self-evaluation and information used to assess the suitability of staff.
- The inspector also took account of the views of parents and carers spoken to during the inspection.

Inspector

Melanie Arnold

Full Report

Information about the setting

The Day Nursery was registered in 2012 and is managed by Virgin Active Limited. The setting has been operational under previous ownership for approximately 17 years. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Virgin Active Humberston Country Club in Humberston, Grimsby. The premises are accessible and children are cared for in different rooms according to their age. There is also a fully enclosed area available for outdoor play.

The setting employs nine members of childcare staff. Of these, one member of staff holds a degree in early years, one member of staff holds an appropriate early years qualifications at level 4 and seven staff hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round, closing for public holidays and for a week at Christmas. Opening hours are from 8am to 6pm. There are currently 52 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- improve deployment of staff to fully ensure children's care needs are continually met and their learning and development more effectively promoted
- develop more effective systems for performance management to fully ensure a well-established programme of professional development is firmly embedded in practice to consistently monitor and improve how staff work
- maintain a written record of each time medication is administered to a child.

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

- develop the use of open-ended questions with many possible answers to fully challenge children while helping them to develop their critical thinking skills
- develop the organisation of the room for children aged two to three years, with regard to providing further stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

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

Children make satisfactory progress in their learning and development. Staff engage in play with children, creating some purposeful learning experiences which are delivered through indoor and outdoor play. However, although the required adult to child ratios are met, deployment of staff is not always fully effective to continually enhance each child's learning and development. Due to the numbers of children in each room, this usually results in one member of staff providing care for them. This means when staff change children's nappies or feed babies, the remaining children's learning is not fully maximised. Also, when older children are playing outside, their play can be disrupted when they are all brought inside when a member of staff needs to deal with an accident. The manager sometimes offers assistance by working with the children and staff during these times, which then results in children's learning experiences not being disrupted.

A suitable range of activities and play experiences are planned from children's interests and in line with their individual developmental needs. Staff also use observational assessments to monitor the progress children make and to identify their specific next steps for learning. This creates some appropriate experiences as these planned activities are matched to each child's developmental milestones. This enables children to make

progress within all areas of learning and helps to prepare them for school. However, staff's use of open-ended questions is not always consistent to fully ensure each child is sufficiently challenged as they become critical thinkers. For example, children listen and recall letter sounds and actions when listening to a phonics music disc. Children's learning is not maximised as the member of staff does not question children further by asking them to identify objects beginning with each letter sound. While some children continue to learn these letter sounds, for others who already know these, their learning is not enhanced further. Information is shared with parents to keep them appropriately informed of their children's progress and development. The setting also use a bear called Henry, which develops some good links between the setting and home. Henry bear goes home with children for special occasions and when he returns to the setting, information is shared about his time with the child. This helps to develop links with home and promotes the sharing of information in a fun, informal manner. This enables parents to be involved in their children's ongoing learning.

Babies and pre-school children enjoy accessing a developmentally appropriate range of toys and resources, which they investigate and explore. Babies engage in activities which further enable them to use their senses, for example, when making pictures using sand. Pre-school children have fun using torches in a darkened den to make shadows. Staff begin the activity well by using some good questions as they ask children how the torches work. A child confidently identifies the member of staff's torch is not working as they have to switch it on. However, as the activity continues, staffs' use of open-ended questions diminishes, which again begins to minimise the learning potential of the activity. Children in the room for children aged two to three years have fewer open-ended resources to choose from and the organisation of these is not always fully effective to enable them to use them in a variety of ways as they investigate and explore. For example, a range of kitchen utensils and play food is positioned on top of the play kitchen, preventing children from freely using them in their play. Children enjoy listening to stories, with staff introducing them to counting as they read the story aloud. All children enjoy playing outside. They use paint brushes and water to make marks on the chalk board and they enjoy playing in the water tray, filling and emptying a range of resources. One child begins pouring the water into a tray on the floor, discussing how they can paddle in it if they take their shoes and socks off. Staff allow them to continue with their idea, with the group of children eagerly taking their socks off to splash around in the water.

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

Children's individual needs are respected in line with their backgrounds and beliefs. Staff gather appropriate information when children first start, which enables them to feel settled and secure in their surroundings. It also enables children to form close emotional attachments to the staff. However, when deployment of staff is not fully effective, while this does not adversely affect children's safety, it sometimes results in children's care needs not being as effectively met. For example, when staff work alone with children, this sometimes prevents them from offering good levels of support to assist younger children with their toileting needs. Children behave well and develop their social skills as they play and interact with their peers. They also develop their confidence as they choose their own play resources.

Positive re-enforcement during the daily routine with things like hand washing and opportunities to regularly practise evacuation procedures, help children to learn to maintain their well-being. Children's awareness of road safety is promoted through discussions and when they walk over to their second enclosed play area which is accessed through the car park. All children benefit from daily outdoor play opportunities, where they engage in physical play experiences. When children move to a new setting or school, or when care is shared between the setting and other providers, appropriate information is passed to the other setting. A transition report is also sent to the child's new school on leaving the setting and this provides the school with some information regarding the child's starting points. This promotes some continuity of care and learning for these children and eases their transition when children leave to go to school. Discussions and story books are also used to help children feel emotionally ready for their transfer to school.

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

Staff implement the settings suitable policies and procedures to ensure the safety and welfare of children is satisfactorily maintained in most areas. However, the setting have failed to ensure all of the requirements of the Statutory framework for the Early Years Foundation Stage and Childcare Register are met. For example, the setting have committed an offence by not notifying Ofsted of who is managing the setting and a written record of when medication is administered to children is not always maintained. These breaches in requirements have a minimal impact on children's health and safety, because suitability checks are in place for the manager and parents have given signed consent for medication to be administered. However, it does result in leadership and management being no better than satisfactory at the current time. A suitable process of self-evaluation is in place, with parents views incorporated through the use of feedback sheets. This enables them to identify some targets for the future development of the setting.

Children are cared for by a qualified staff team whose suitability has been assessed through the settings clear recruitment, vetting and induction procedures. Some performance management systems are in place, like supervisions and staff appraisals. This results in staff being committed to their ongoing development through training, with a number of staff working towards gaining a degree in early years. However, further close monitoring of staffs actual practice has yet to be fully embedded to more consistently support and improve how they work within the setting. The setting is securely maintained, with risk assessments used to identify and minimise potential hazards in all areas. Staff are also knowledgeable about child protection procedures, which helps to safeguard children from potential harm.

A continuous stream of information is exchanged and shared between the staff and parents. This enables staff to respect the backgrounds and beliefs of all children. Written diaries and verbal discussions keep parents informed of how their children have been each day. Information regarding children's learning and development is also regularly shared

with each child's parents and learning passports are in place to support the exchange of information between settings when the care of children is shared. This appropriately supports continuity of care and learning for these children. Parents comment positively about the setting. They confirm their children are settled and engage in lots of interesting play experiences. They also state their children have made progress since attending the provision.

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 the following and retain them for a period of two years: any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer (compulsory part of the Childcare Register)
- inform Ofsted of the following: the appointment of a new manager of childcare on domestic or non-domestic premises (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer (voluntary part of the Childcare Register)
- inform Ofsted of the following: the appointment of a new manager of childcare on domestic or non-domestic premises (voluntary part of the Childcare Register).

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	EY450896
Local authority	North East Lincolnshire
Inspection number	896680
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	27
Number of children on roll	52
Name of provider	Virgin Active Limited
Date of previous inspection	not applicable
Telephone number	01472211151

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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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