

Stramongate Nursery

Stramongate Nursery, Stramongate School, Blackhall road, Kendal, cumbria, LA94BT

Inspection date

24/06/2013

Previous inspection date

22/11/2011

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 3

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

- Ofsted has not been notified of a serious accident or illness involving a child at the nursery. This is a failure to comply with a legal safeguarding and welfare requirement and is an offence.
- The deployment and vigilance of staff is not sufficiently robust to ensure that all children are kept safe and their health and welfare are promoted at all times, particularly when playing outdoors.
- Policies and procedures for responding to children when they are ill or have an accident, for example, seeking medical advice, are not followed effectively. This results in children's safety being compromised.
- The use of print, such as signs and labels on storage boxes, are not always used to help children develop their understanding that words have meaning.

It has the following strengths

- Children are settled at the nursery and enjoy positive relationships with the staff and their peers.
- Staff provide the children with a range of stimulating activities and effectively motivate their learning. As a result children are making steady progress in their learning and development.

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.

Inspection activities

- The inspector observed activities in the class room and the outdoor play area.
- The inspector held meetings with the two managers and the director of the nursery.
- The inspector undertook a joint observation of an activity with one of the managers.
- The inspector looked at a sample of children's learning journals and planning documentation. She also inspected operational files consisting of policies, risk assessments, accident, incident and medication records as well as staff qualifications and suitability documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection and read a number of parental questionnaires.

Inspector

Sandra Williams

Full Report

Information about the setting

Stramongate Nursery was registered in 2007 and is on the Early Years Register. It is managed by the committee of QKS Meadowview Nursery Limited. It operates from a purpose-built building situated within the grounds of Stramongate School in the centre of Kendal in Cumbria. It serves the local area and is accessible to all children. Children use the main room and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during term time only. Sessions are from 8.30am until 3.15pm. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications to a minimum of level 3. The two managers hold the Early Years Professional Status and two members of staff hold Qualified Teacher Status. The nursery is a member of the National Day Nursery Association and receives support from the local authority early years advisors.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that the deployment and the vigilance of staff is sufficiently robust to promote children's health, safety and welfare at all times, particularly when playing outdoors

promote the good health of children by following appropriate procedures and taking appropriate action when children are ill, for example, by seeking medical advice in a timely manner.

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

- increase the amount of print inside and outside, such as signs and labels on storage boxes, to enhance children's understanding that words have real meaning and to further support their good early literacy skills.

Inspection judgements

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

The manager and staff have appropriate knowledge of how children learn and develop. They provide an imaginative range of activities to support children to make steady progress in their learning and development. Initial information is gathered from parents about the children during settling-in sessions. This information helps the children's key person to assess their starting points and to shape activities to meet the children's individual learning needs. Parents are encouraged to be involved in their children's learning. They enjoy looking at, and contributing to, their children's progress records. They also regularly discuss their children's progress with their key person. Parents are also given suggestions of activities to complete with the children at home to support their learning, particularly with their reading and communication skills. This boosts children's confidence and is also an effective way of linking home and nursery together. These methods are effective in helping parents to be involved in supporting their children's learning and development.

Staff use the Development matters in the Early Years Foundation Stage guidance to assess and track children's progress and plan for the next steps in their learning. Children, including those with special educational needs and/or disabilities, are making progress towards the early learning goals. Staff use effective teaching methods to promote suitable challenges to extend the children's learning. Children are supported in acquiring their communication and language skills as they engage in conversations with the staff and their peers. Staff help children to build their vocabulary and introduce new words by modelling language well. Children enjoy engaging in activities that encourage their phonic skills as they name objects and spell out the letters and sounds. Staff effectively encourage the children's listening and attention skills by making activities fun. Children also enjoy sitting in the comfortable book corner, 'reading' stories to each other. Children make marks by using paints and toy trucks to make tyre tracks on large pieces of paper, both inside and outside. They recognise their names when they arrive at nursery and put their coats on their own coat pegs. These activities support children's early literacy skills. However, there is room to improve the use of print in the environment, for example, signs and labels on storage boxes are not always used to help children develop their understanding that words have real meaning.

Children are encouraged to count in many situations, such as counting up to 12 children at group times. They are encouraged to recognise numerals as staff hold up different numbers. Children understand that the number six looks the same as an 'upside down' number nine. The environment is rich in numerals and shapes displayed on the walls and in various number games. These activities support children to make steady progress in their early numeracy skills. Children help themselves to craft resources to create art work, which is proudly displayed on the walls. They also enjoy experimenting with various materials and substances, which encourage their sensory development. For example, as they make play dough the staff encourage them to explore and verbalise how it feels. They squeeze and pat it and comment on how 'spongy and 'gooey' it feels. Children are

enthusiastic, eager to learn and maintain focus for periods of time. This prepares them for their transition to school.

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

The effectiveness of care practices and procedures for contributing to children's physical health and well-being are inadequate. The procedures for supervising outdoors or responding to children when they are ill or have an accident are not consistently robust. This impacts upon the overall safety and welfare of the children.

Nevertheless, children settle well at the nursery due to the flexible settling-in procedures adopted by the staff. Parents and their children's key persons share information about children's routines and individual needs. This supports children during their transitions from home to nursery and helps them settle happily. Children form positive relationships with their key person and other staff. They have regular opportunities to enjoy fresh air and exercise in the outdoor playground. They move freely and confidently in a range of ways.

The nursery is decorated with children's individual art work. This helps children to feel familiar and comfortable in their surroundings. The children confidently select from a wide choice of stimulating resources, which are stored at low level and are easy for them to reach. This enables them to make choices and play independently and cooperatively alongside others. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. Staff work closely with parents and external agencies in order to support children's behaviour through consistent methods. Children are encouraged to play cooperatively and share toys with their friends, which promotes their skills in forming positive relationships with other children.

Children develop self-care skills as they learn about the need to wash their hands before eating and they know it is to get rid of germs. Staff provide well-balanced, nutritious snacks and meals, including fresh fruit and vegetables. This means that children are learning to make healthy choices in what they eat. Children are well supported in their transitions from the nursery to school, due to the close working relationships that exist with teachers at the local school. Children become familiar with the teachers who visit them before they move, which helps to make the transition to school smooth.

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

The managers and staff do not have a secure understanding of how to meet all of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, arrangements for safeguarding children's welfare are currently inadequate. The inspection took place following an incident involving a child playing on a balance bicycle in the outdoor playing area when they were found unconscious. The inspection found that the manager and staff were not fully aware of their responsibilities and did not take all the necessary action to meet the legal requirements. Due to lack of information about how the incident happened there are

concerns about the level of vigilance and the deployment of the staff to secure children's safety. Also the staff and manager did not seek medical advice or assistance immediately as stated in their policy, as they did not deem it necessary. Ofsted was not notified of this significant incident, which is a failure to comply with a legal requirement and this is an offence.

The managers and staff reviewed procedures since the incident and have taken appropriate steps to improve practice. For example, they have reviewed the risk assessments with regards to the use of the balance bike and ensure that children wear safety helmets when playing on the bike to make sure further risks to children are minimised. They have also reviewed their documentation, such as care plans, with parents as necessary. They are also now clear about the need to notify Ofsted of such incidences.

Staff have undertaken safeguarding training and have knowledge and understanding of the policy and procedure to follow should they have any child protection concerns about children. The appropriate recruitment and vetting procedures undertaken by the management committee ensure that staff are suitable and safe to work with children.

The managers and staff have an appropriate understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The managers monitor the planning to ensure that a wide range of activities are provided to help children make progress in all areas of their learning. Induction systems are in place to familiarise staff and students with the nursery's policies and procedures. However, staff do not always implement the policies effectively in practice. Appraisals are undertaken annually to monitor the continued professional development and training needs of staff. The manager has begun to undertake staff supervision sessions to further support their practice and professional development. Regular team meetings and training also effectively support staff well in their daily work with the children.

Parents spoken to, express their satisfaction with the service provided. They state that the staff are helpful and friendly and deliver well-planned activities that the children enjoy. Parents are kept well-informed about the nursery through regular newsletters throughout the year. Partnership working with external agencies and professionals are effective in ensuring that children receive additional support when required. Recommendations from previous inspections have been taken on board and addressed. This indicates that the managers and staff intend to maintain continuous improvements. Self-evaluation takes into account the views of children, parents and staff. The manager works closely with the local authority advisor. This results in a clear plan of action for future developments.

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 | EY357864 |
| Local authority | Cumbria |
| Inspection number | 924528 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 30 |
| Number of children on roll | 43 |
| Name of provider | QKS Meadowview Nursery Ltd |
| Date of previous inspection | 22/11/2011 |
| Telephone number | 07847479420 |

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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