

The Village Nursery (Helmshore)

409 Helmshore Road, Haslingden, ROSSENDALE, Lancashire, BB4 4JA

Inspection date

16/07/2013

Previous inspection date

07/01/2009

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

- The premises are not secure. It is possible for children to leave via the front door unaccompanied and for people to gain unauthorised access. This is a breach of requirements and puts children at risk.
- The necessary staffing ratios are not met. This breach of requirements puts children at risk and impacts on all areas of care and learning.
- Risk assessments are completed for the building and all play areas. However, these are not rigorous enough to identify all hazards a child may come into contact with.
- Babies do not receive suitable levels of interaction with key persons to support their development in the prime areas of learning. This means that children are not learning the necessary skills to prepare them for the next stage of learning.
- Tracking of children's progress is not robust enough to ensure any gaps in their learning are identified in a timely manner.
- The management's monitoring and evaluation of the setting and staff is ineffective. Few areas of weakness have been identified in the nursery's own self-evaluation.

It has the following strengths

- The outdoor areas where children play are stimulating and engaging and supports children's physical skills and understanding of the world, well.

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 toured the setting and observed activities indoors and outdoors.
- The inspector held meetings with the owner/manager of the provision and with members of the staff team.
- The inspector sampled documents, including children's development records, policies and procedures.
- The inspector observed the resources and equipment on offer and how they are organised to support children's learning and play.

Inspector

Linda Shore

Full Report

Information about the setting

The Village Nursery was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Helmshore area of Lancashire and is managed by a limited company of directors. The nursery serves the local area and is accessible to all children. It operates from three main rooms and there is a fully enclosed area available for outdoor play, including undercover areas outside each room.

The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and two are qualified at level 2. There are two members of staff, who are qualified to level 5. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 96 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 a number of 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:

- ensure premises are secure to prevent unauthorised access to the building and so children do not have the opportunity to leave unnoticed, by thoroughly reviewing security procedures
- ensure that the ratio requirements as set out in the Statutory framework for the Early Years Foundation Stage are met at all times. In particular, ensure that there is at least one member of staff for every three children, who are aged under two available to work with the children
- identify all possible risks to children and how these risks will be minimised or removed, to ensure children play in a safe, secure environment
- ensure all children and in particular babies have appropriate interactions with key persons to build a close bond and a secure base for future learning
- monitor children's progress across all areas of learning in a way that supports early identification of any gaps in learning and act promptly to ensure all children make good progress.

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

- reflect on the setting's areas for development in a more robust way and monitor staff performance more thoroughly, in order to identify weaknesses and drive improvement for all children.

Inspection judgements

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

On the day of inspection, there were insufficient staff to meet the required ratios specified in the Statutory framework for the Early Years Foundation Stage. This is a breach of requirements and impacts on the quality of children's welfare and learning in the nursery. For the vast majority of the day, children initiate their own play and some staff are on-hand to supervise them. However, staff do not focus sufficiently on extending children's learning or helping them to think critically. This means that children do not make good enough progress in their learning.

Children's learning is assessed, including the progress check at age two as appropriate,

through observation and with adequate detail, but the effectiveness of this is inconsistent. Some staff do not track children's learning robustly or regularly enough to identify any gaps in their development in all seven areas. This means that they cannot act in a timely manner to ensure children make good progress in all areas. Children with special educational needs and/or disabilities are monitored more closely and targeted learning plans are in place to ensure steady progression.

During planned group times, learning is more effectively promoted. For example, children enjoy the discussion and singing with the focussed attention of their key person. Children confidently sing solo and then others sing along, joining in with familiar phrases. Staff encourage children to count and calculate how many are left as they sing and jump around like monkeys on the bed. As a result, children are supported in developing their communication skills and their knowledge of number as they practise their physical skills.

Information shared with parents focuses on daily care needs and parents' comment sheets allow them to contribute to their child's development by informing staff of current interests or significant events. Children have access to a variety of resources arranged in specific areas. For example, children choose to play with the shaving foam on the table, the construction area and at the computer. The outdoor play spaces are well utilised. Covered areas give children opportunities to play outdoors in all weather. Children access a stimulating environment, including a sound area in the trees and a relaxing reading area under the parachute, which creates a shaded open den. They play in water, use construction bricks in the playhouse and carefully line up skittles for a game. However, the level of adult support and interaction to guide and progress children's learning is insufficient due to incorrect staff ratios. Staff use all available time and attention just to supervise children, leaving no opportunities for quality teaching. This does not suitably support children to gain the necessary skills for their transitions to school.

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

Flexible settling-in sessions are offered to new children and they are assigned a key person. Parents are encouraged to provide basic information for their child, which informs key persons about their likes and dislikes, family and home life and some aspects of their development. This should be used to help form a bond with children and support their well-being during the transition from home to nursery. However, this is not very effective due to the inadequate staffing levels and as a result, new babies starting at the setting are unsettled and key persons are unable to provide the level of comfort required to help them feel secure and therefore, able to learn.

Staff have warm and friendly relationships with children, they praise their good behaviour and encourage sharing and cooperation at group times. They choose songs and are asked their opinion and this helps to promote their confidence and self-esteem. Staff remind children to play safely, for example, not to bounce on the wooden bridge while others are climbing on it. Children build their own see-saw using planks and explore the natural areas. As a result, children enjoy lots of physical activity and fresh air. Children's health is promoted further, as the nursery offers well-balanced, nutritious meals and provides fresh fruit for them to snack on.

Hygiene practices are good as children wash their hands at appropriate times and understand they need to wash the germs away. Children are further protected from infection as staff follow correct procedures when they show signs of illness. This all helps them to develop a healthy lifestyle, along with the social and communication skills needed for their next phase of learning.

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

The inspection was prioritised after a concern was raised with Ofsted regarding the security of the building when the front door developed a problem closing and locking. This was repaired in a timely manner. However, during the inspection, it was found that the security of the building relies heavily on the expectation that parents will close the door properly behind them when they have been admitted by the buzzer system. If the door is not closed securely or parents hold the door to let others in, there is a risk that unauthorised people could gain access. There is also a risk that children could leave the building unaccompanied as the front door and gate can be opened by children.

The manager is aware of the ratio requirements in the Statutory framework for the Early Years Foundation Stage. However, these are not properly monitored and were not met on the day of inspection. In each of these aspects, there is a breach of requirements and as such, puts children's safety at risk.

Generally, the environment where children play is safe. Staff complete a daily risk assessment of the premises, inside and in the garden, to ensure no hazards are present. However, these do not effectively identify all the hazards a child may encounter, such as the security risk at the front door. Staff have completed safeguarding training and can explain the signs of abuse and neglect and they know who to contact should they have concerns about children's welfare.

Parents receive 'unique child' summary sheets, which inform them of children's progress and regular discussions at collection time means that parents get information they can use to support development at home. Partnerships with outside agencies are in place and children with special educational needs and/or disabilities benefit from links with other professionals. For example, the SENCO works with the local authority inclusion teacher, educational psychologists and a local specialist unit that provides support for physical development. Staff complete a 'unique child' document three times per year, which summarises what children like and can do. This is used for transitions between rooms and transition portraits are completed for children moving on to new settings.

The planning and assessment of children's learning is not monitored effectively. Staff have inconsistent practice that has resulted in some children's progress not being tracked frequently enough to identify the areas where they may need more targeted support. The manager encourages staff to attend external training courses when available. She implements staff appraisals, however, they are not effective enough to identify the areas of development required to improve children's learning and development. The

owner/manager assesses the areas of practice that require development as she works in the rooms and with practitioners. However, this has not identified the weaknesses found during the inspection and so it is not an effective tool to drive improvement. This does not support children's learning and does not ensure they are ready to move on to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY364314
Local authority	Lancashire
Inspection number	927267
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	96
Name of provider	The Village Nursery (Helmshore) Ltd
Date of previous inspection	07/01/2009
Telephone number	01706 211422

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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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