

Nursery On The Heath

Marketing House, Hatfield Heath, Nr Bishops Stortford, Hertfordshire, CM22 7EB

Inspection date	22/07/2013
Previous inspection date	08/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Observations and assessments are not being used appropriately to identify children's next steps in their learning or to monitor their progress. Consequently, children are not being supported to become actively engaged in their learning.
- The key person system is ineffective and does not support each child's emotional well-being as their individual care needs are not being appropriately met.
- Staff supervision is not robust, in order to provide staff with appropriate support and coaching to develop their knowledge and skills to promote the interests and learning needs of children.
- Staff do not focus sufficiently on children's individual needs and interests when planning activities. As a result, children are not being challenged and are not always interested in learning.
- Accidents are not always recorded and parents are not always informed of accidents sustained to children, so that appropriate action can be taken.
- Risk assessments do not include all aspects of the nursery to ensure children remain safe and that staff are kept informed about any changes to practice.
- A record of any concerns received from parents is not always maintained in line with requirements.

It has the following strengths

- Children are happy and settled, they build strong bonds with staff and sound settling-in procedures ensure they feel safe and secure.

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 all the play rooms and the outdoor learning environment.
- The inspector held meetings with the deputy and owner of the provision, spoke to staff and trainees and interacted with children.
The inspector looked at children's learning journal progress records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Debbie Kerry

Full Report

Information about the setting

Nursery On The Heath was registered in 2011 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is a private day nursery, run by Sugarcane Nursery Ltd. The nursery is in Hatfield Heath, near Bishops Stortford, Hertfordshire and serves the local area and is accessible to all children. All children share access to enclosed outdoor play areas. The setting uses the ground and first floors of the premises and is suitable for wheelchair access to the ground floor.

The nursery is open Monday to Friday, from 7.30am until 6.30pm, for 51 weeks of the year. There are currently 98 children attending, who are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery currently employs 28 members of staff to work with children and a cook. Of these, 20 staff hold recognised qualifications in Early Years and four are working towards a recognised early years qualification.

What the setting needs to do to improve further

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

- develop the key person system to ensure that care practices are fully tailored to meet children's individual needs
- improve the planning of challenging and enjoyable learning experiences, by taking into account the individual needs, interests and stage of development of each child
- develop the use of robust observation and assessment of children's progress and use this information to identify the next steps in their learning and to inform the planning of activities
- improve staff supervision, to ensure that appropriate coaching provides support for staff and promotes the interests and learning outcomes of children
- ensure that a written record of accidents or injuries and first aid treatment is kept and parents and/or carers are informed of any accident or injury sustained to children, so that appropriate action can be taken to promote their health
- ensure that any activities, which pose a risk to children's safety are assessed, so that the risks can be minimised
- ensure that a written record of any complaint received from parents and/or carers is kept and the outcome of any investigation undertaken.

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

The observations and assessments completed on children are ineffective as they only record what children do. Children's next steps are being recorded as a range of resource or activities, not the next steps in their learning, so they can be supported to make sound progress. As a result, children's are making insufficient progress in their learning as they are not always challenged and interested in the experiences provided. Staff do not plan an educational programme of activities that meets children's individual needs and next steps in learning to ensure that they are being appropriately supported to make sound progress. This includes children with special educational needs and/or disabilities. There is a variance in the quality of teaching and interaction by staff in the setting. Some staff do not make best use of activities and resources to engage and capture children's interests. For example, during a water play activity, staff ask young children 'to wash the dolls'. There is

no further, appropriate questioning to extend children's thinking or new words introduced to support their language development, so they can develop skills for the future.

Children enjoy outside play; they are reminded to wear hats and staff put sun cream on to promote their health. They use large equipment as they ride bikes and cars and can run around freely to promote their physical development appropriately. Children fill and empty containers outside, they pour water down guttering as they observe what happens and where the water goes. Babies are pushed in buggies around the local community in the morning to observe the environment and for fresh air before it gets too hot. Children enjoy playing with role play resources as they go 'shopping and fill their bags'. Children choose books to look at, which helps to develop an interest in literacy. Staff do interact with children, they ask them some questions and give them instructions to follow, promoting their communication and thinking skills.

Staff sit with children on the floor, they use a mat with squares with a range of different pictures on it; children each have a turn to say where they want the 'bug' to go. Staff encourage children to join in and take responsibility for counting how many squares they want it to move. They then press buttons on the back of the bug, once for each square to move in the direction they want to reach their square. This helps children to develop their understanding of technology and to solve problems. Staff count with children as they use bricks to build towers; they share puzzles to match the shapes and colours, which develops their understanding of mathematics. Children use pencils to draw and colour pictures to develop their pencil control ready for when they move on to school.

Parents are engaged in their children's development and learning in the setting and at home as they are kept informed about their achievements and progress through sharing learning journal records.

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

Children are allocated a key person when they first start to attend, to help them to settle and feel secure. However, this is ineffective as children's individual care needs are being met by other staff. This hinders them in developing an attachment with their key person and does not support children's emotional well-being. Staff are friendly, caring and attentive to most children's needs. However, during water play a child slipped over three times before the activity was removed and the floor mopped up. The resulting accidents were not recorded in the accident book or parents informed that their child had an accident. This means children's health and well-being is not promoted appropriately.

Children learn about other cultures and beliefs through undertaking a range of activities about world celebrations throughout the year. They have access to some resources to help promote their understanding of people's differences. Children with English as an additional language are suitably supported as key words have been obtained from parents in their home language to help them feel secure. Staff give older children clear explanations about the rules of the setting during discussions at circle time. For example, to use walking feet inside, to share resources and to use sand timers, which helps older

children to learn about waiting for their turn. This helps children to learn about expected codes of behaviour and how to keep themselves safe. The snacks and meals provided to children are varied and promote their health. They are encouraged to try and feed themselves from an early age, promoting their independence. Staff sit with children, which helps to make mealtimes a sociable occasion.

Staff have made sound links with the schools children will attend in the local area. Staff support children appropriately with their transition to school. For example, children are taken for visits and teaching staff are invited into the setting to meet with children.

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

The management team have completed a review of the nursery's practice and planning of activities. As a result, some clear weaknesses have been identified. However, the resulting action plan has not been fully implemented to effect positive change to staff practice. For example, the next steps in children's learning have not been identified. As a result, the planning does not meet children's individual learning needs and interests to help them make sound progress in their learning. Staff appraisals are carried out on a regular basis, however, these are not robust to ensure that practice is monitored effectively and appropriate support and coaching is provided to develop the knowledge and skills of staff. This means the interests and learning needs of all children are not promoted. Staff are fully supported with undertaking training, so they gain appropriate early years qualifications to help develop practice within the nursery.

Children's safety is promoted as daily risk assessments ensure the environment is mostly free from hazards. However, water play is not included in the risk assessments to ensure that children are protected from slipping over and hurting themselves. Safeguarding procedures are in place and staff know who to report any concerns to, so children's safety is promoted. Sound recruitment procedures also ensure all staff are suitable to work with children.

The inspection was carried out as the result of a concern regarding children's learning journal records not being up to date. Due to the changes in staff records they have not been updated for several months. Consequently, children's learning is not being appropriately planned for as staff have no clear idea where children are in their learning. The high adult to child ratio is maintained at all times and staff are vigilant and ensure that children are monitored appropriately, so their safety is promoted. Staff ensure that when children access the outside area, they are monitored and supervised at all times to keep them safe. Staff are deployed appropriately throughout the day and a member of staff is used to monitor the fence and gate area to ensure that children remain safe when playing outside. The nursery has a complaints policy, which is shared with parents, however, there is no record of this complaint included in the complaints log.

Feedback from parents is sought through questionnaires, so that their interests are acknowledged and areas for development can be identified. The nursery has formed

sound working relationships with parents. Adequate information about the setting is provided in the information to parents and the nursery's range of policies are freely available. A notice board keeps parents up to date with the nursery's menus and any events. Parents have opportunities to share information with their child's key persons and other staff members each day. Partnership working with others, who share care of the children is sound, daily contact books are used and relationships are in place with local schools to help children during transitions.

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 a record of accidents which occur on the premises where childcare is provided (compulsory part of the Childcare Register)
- keep a record of accidents which occur on the premises where childcare is provided (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	EY429000
Local authority	Essex
Inspection number	928042
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	98
Name of provider	Sugarcanes Nursery Ltd
Date of previous inspection	08/02/2012
Telephone number	01279 730 331

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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
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M1 2WD

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