

St Andrews Day Nursery

Rear of 11/12, St Andrews Road, Taunton, Somerset, TA2 7BW

Inspection date

Previous inspection date

31/07/2013

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

- Staff plan a range of meaningful play activities, which promote each area of children's learning.
- Children are happy and respond well to the friendly staff, which helps them settle easily.
- Staff provide positive role models for children, which supports them in behaving well.
- Children are provided with nutritious, well-balanced meals and snacks, which effectively promotes their awareness of healthy eating practices.

It is not yet good because

- An effective key person system is not consistently implemented to effectively meet children's all round needs.
- Staff deployment does not consistently support all children's involvement in play activities, particularly younger children.
- Systems for sharing information with parents on their child's developmental starting points are not fully established.
- Snack time is not organised effectively to fully encourage children's self-care and social skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in their play activities both indoors and outdoors.
- The inspector had discussions with management, staff and children.
- The inspector took account of the views of parents spoken with at the inspection.
- The inspector sampled documentation such as children's learning journals, planning and observations and attendance records for staff and children.
- The inspector completed a short joint observation with the deputy manager.

Inspector

Mary Daniel

Full Report

Information about the setting

St Andrew's Day Nursery re-registered in 2013. It is a privately owned nursery situated in North Taunton, Somerset. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from a purpose built building on two floors. Babies are cared for on the first floor with their own sleep and changing facilities. Access to the first floor is via a staircase. Children over two years are cared for in one main play room on the ground floor, which has two smaller adjoining play areas and integral toilet and changing facilities. There are kitchen, toilet, staff facilities and an office on the ground floor. All children share an enclosed outside play area at the back of the premises. The nursery opens 51 weeks a year from 8am until 5.30pm Monday to Friday. There are currently 55 children on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged two, three and four years. The owner employs a manager who has a level 3 early years qualification. In addition, there are eight members of staff who work directly with the children, of whom the majority all hold relevant child care qualifications.

What the setting needs to do to improve further

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

- improve the effectiveness of the key person system to ensure the needs of all children are fully supported
- review staff deployment so that the learning needs of all children are consistently supported within a range of appropriately challenging and enjoyable play experiences.

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

- develop further the information shared with parents, such as on their child's developmental starting points, to fully support the initial planning of activities
- provide more opportunities for children to consistently develop their self-care and social skills within everyday routines, such as snack-time.

Inspection judgements

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

Staff have developed a sound understanding of the learning and development requirements of the Early Years Foundation Stage framework. They form activity plans for each child from their observations of their play and interests. In addition, they identify children's next steps of learning and plan purposeful activities that effectively extend their interests. For example, the pre-school children make colourful paper plate pictures of the life cycle of a butterfly. They learn new words, such as 'cocoon' and 'caterpillar'. As a result, older children are supported well in developing their interest and understanding of their natural world. In addition, their creativity, literacy, communication and language skills are effectively promoted through their play. Staff extend older children's spontaneous ideas in play well. For instance, they provide further related resources to encourage their imaginative ideas. For example, they notice the older children have developed a role play game of camping. Staff provide further resources so children can make their 'tents' with blankets and tables. They enjoy sitting round a 'campfire' singing songs, while staff play the guitar. Staff talk to children about camping outside and they pretend to look at the 'stars in the night sky'. This encourages children's imagination and creative ideas very well and they begin to work together in 'cooking' their camping meals. As a result, older children's interest in learning is effectively promoted, which helps them develop their future skills.

Children become engrossed in their sensory play activities. For instance, they explore the large trays of porridge oats or rice with great interest. They scoop up the oats into small jugs and then empty these into different sized containers and vessels. Children laugh together as they attempt to pour the oats down a long, narrow tube and some spill out onto their feet. Staff ask children if they need more oats to fill their pots or if they have enough. This encourages children to experiment with size, shape and measure. Consequently, children develop their understanding of early mathematical concepts, such as full and empty through enjoyable play activities. These activities promote children's play well and overall staff provide a wide variety of play experiences, which support younger children's development. However, at times, current staffing arrangements and deployment do not meet the need of babies and younger children well. For example, when numbers of children attending are lower and all ages are cared for together in the downstairs play room and garden. While staff are caring and cuddle babies, they do not always involve them in sufficient or motivating play activities to fully support their early learning needs. In addition, although toddlers are content to explore the play areas, staff do not always encourage their play in activities to consistently promote their development. At times, this has an impact on how children enjoy and continue to make progress in some aspects of their learning. This is a breach of legal requirements. Staff play peek-a-boo games with the younger children and praise them as they hide their faces and then say 'boo'. They reinforce the babbles and sounds of younger children. For instance, as they begin to say 'mummy' and 'daddy'. This helps children gain confidence in their ability to communicate and supports them in developing their language skills. Toddlers enjoy looking through interactive, lift the flap type books and begin to independently turn the pages. This actively encourages their enjoyment of stories and develops their early literacy awareness.

Children are happy and explore the play areas with interest overall. Staff use resources effectively to provide meaningful play activities and generally support children's learning well. For example, children become absorbed in rolling colourful balls or cars along the pieces of drainpipe fixed to an outside wall. They watch in fascination as the balls follow the route of the pipe first one way and then the other. Older children help their younger friends as they pass the balls to each other and take turns to roll them down. They experiment with first a ball and then a car to see which goes faster. This actively encourages children's hand to eye coordination skills. In addition, they begin to start making connections with different shaped objects and how they move. Staff have developed a suitable format for completing the progress check for two year old children. They form summaries of children's learning, which identify where any additional support may be needed. These checks are shared with parents, who are encouraged to contribute their knowledge of their child's development. This means children's progress is monitored from an early age. Information on children's likes, dislikes and personal care routines is shared with parents as their child starts at the nursery. This means staff are able to settle children in easily and recognise when they may be tired or hungry. However, less information is shared with parents on children's developmental starting points on entry. This means initial planning is not as well focussed on children's individual learning needs. Systems are in place for staff to develop liaison with other settings children attend. For instance, they share information on children's learning and interests in play. This promotes a consistent approach for children's care and developmental needs.

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

Children enjoy their free flow play and outside activities. Older children stretch their arms and legs as they climb up the climbing wall and then slide down the slide. Younger children become absorbed in pushing their fingers through the shaving foam mixture in an outside play activity. As a result, children build up their large and small muscle skills while benefitting from being out in the fresh air. Children show as settled and play well together overall. However, some children do not always have a special key person to relate to who fully promotes their specific next steps of learning. For example, there are times when some younger children, are not as well supported in developing positive interaction with their peers during their outside play. This has an impact on how they make progress in some aspects of their communication, language and social development. Nonetheless, children respond happily to the friendly staff who meet their personal care needs well overall. For instance, babies are cuddled while being fed and staff talk to them while changing their nappies. This positive interaction helps children feel safe and secure. Play areas are bright and inviting for children and generally organised well to meet their needs. For instance, babies and toddlers have a quiet room to sleep in and staff stay nearby to monitor them. This enables children to feel settled and comfortable. Children enjoy a well-balanced menu of meals and snacks. For example, they have prawn curry, spaghetti bolognese or fish pie for lunch and carrot and cucumber sticks for a snack. This helps to promote their enjoyment of nutritious foods. Children know the routine of washing their hands before lunchtime. However, this is not consistently implemented. For instance, staff provide a cafe style snack time for children, but do not always supervise

this consistently. As a result, children do not always wash their hands before eating or remember to sit down to eat their snacks. This has an impact on how children learn about socially acceptable boundaries and in developing their self-care skills.

Resources are used effectively to encourage children's independence overall. For example, they use child sized cutlery and small plates for their meals. Babies sleep comfortably in sturdy wooden cots. They have individual bedding, which promotes positive hygiene practice. Staff review children's use of the play rooms and have reorganised some areas to create more 'child friendly communication spaces'. For instance, staff noticed several children playing with their 'babies'. They organised related resources in a smaller play room to support children in acting out their role play ideas and promote children's learning through their play. Staff ask children about their holidays and going to the beach in the summer. This leads to a discussion about using sun cream and wearing hats in the hot weather to protect their skin. Staff gently ask children not to climb on the fence around the grass in case they might fall. Consequently, children begin to develop awareness of keeping themselves safe from harm. Staff use positive reinforcement effectively with children. They use 'please' and 'thank you' often to encourage children's use of good manners. Staff praise children for their efforts and encourage them to take responsibility. For example, they help each other to carry the trolley with their drinks beakers out to the garden play area. This encourages children's independence and they develop skills that will promote their smooth transition to school and other settings.

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

Overall, staff understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage framework. They are aware of safeguarding issues and procedures to follow should a concern arise. Suitable recruitment procedures are in place, which include the completion of the Disclosure and Barring service checks. Staff receive monthly supervision meetings and regular appraisals and are encouraged in ongoing training opportunities. This supports them well in developing their knowledge and understanding of developing the provision to promote children's development. For instance, several staff have attended a recognised sign language course, which they use to support the communication needs of children who speak English as an additional language. Required policies, procedures and records are in place and are kept securely on the premises. For example, detailed records of any accidents or necessary administration of medication are maintained and shared with parents. This effectively promotes continuity in how children's well-being is supported.

This inspection was brought forward following concerns raised to Ofsted about aspects of staff employment procedures, ratios and qualifications. There are suitable procedures in place to promote the effective management of any staff employment issues and these are generally implemented appropriately. The registered person is aware of his responsibilities in assessing staff suitability. He actively follows up any evident concerns in how employment procedures are managed to maintain appropriate levels of suitability. This helps to promote children's well-being. Following recent staff changes, the nursery is

undergoing reorganisation of staffing arrangements and their individual responsibilities. The majority of staff are suitably qualified and their attendance is organised to meet the required overall ratios of children attending each day. In addition, there are contingency arrangements in place with additional staff to cover, such as during the staff holidays. This helps to ensure the requirements for staffing and ratios are met. However, at times the current changes in staffing have an impact on some aspects of practice. For instance, the key person arrangements are not sufficiently established for all children to provide effective continuity in their care and learning. This is a breach of legal requirements.

Risk assessments are completed and staff make daily checks on the play areas and equipment used. Suitable prevention is in place, for instance, high handles and lock have been fitted to the staff room and main entrance door. This effectively helps to minimise risks to children's safety. Parents say their children are happy at the nursery. They say they are well-informed of any events and changes and that the staff are very friendly. Parents' views on the provision are sought, such as through use of questionnaires and a suggestion box. Staff are also reflective of their practice, which helps them identify areas to develop. For example, they have made changes in the outside play area to provide further learning opportunities for children. Brightly coloured nursery rhyme characters are painted on a wall, which provides staff with positive discussion points for children. Staff also regularly review planning and observation systems and how children's progress is monitored. Overall, this supports children's learning and well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY457194
Local authority	Somerset
Inspection number	925376
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	55
Name of provider	RAEF Limited
Date of previous inspection	not applicable
Telephone number	01823252264

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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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