

Snapdragons Atworth

Prospect Farm, 43 Bath Road, Atworth, MELKSHAM, Wiltshire, SN12 8JW

Inspection date	06/08/2013
Previous inspection date	16/05/2011

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		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

- Children's safety is at risk because management do not effectively identify potential risks to children.
- The premises are not sufficiently secure to prevent children leaving unaccompanied.
- Parents are not always fully involved in supporting children's learning at home and changes to children's key person are not always managed smoothly.
- Staff do not always take account of children's ages and abilities when setting equipment out at times when they are all playing together.

It has the following strengths

- Children experience a wide range of exciting and challenging activities that follow their interests.
- Management and staff are effective practitioners who support children's learning and development well in some areas.

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 checked safety arrangements and risk assessments.
- The inspector observed activities indoors and outdoors.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's progress folders, planning documentation and a selection of policies and procedures and children's records.
- The inspector examined reports from the local authority and self-evaluation documents.

Inspector

Marilyn Joy

Full Report

Information about the setting

Snapdragon Nursery, Atworth opened in 1998. It is part of a privately owned chain of seven nurseries based in Bath and Wiltshire. It operates from a converted farmhouse in Atworth, Melksham. The nursery serves the local community and surrounding areas. Children are divided into three age groups and they all have access to outdoor play areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 45 children on roll in the early years age group. Older children attend term time before and after school. The nursery is registered to provide funded nursery education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery is open from 7.30am to 6.30pm five days a week for 51 weeks of the year excluding bank holidays. There are 14 staff who work directly with the children. The owner is a qualified teacher with early years professional status. There are 11 staff with early years qualifications at level 3, of these two are working towards level 5 qualifications. In addition, there is one unqualified member of staff working towards a relevant qualification.

What the setting needs to do to improve further

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

- improve risk assessments so that potential hazards are identified in all areas of the premises and suitable safety measures implemented, particularly so that children are unable to leave the premises unsupervised
- ensure all areas of the premises are safe for children to use, particularly the outdoor areas.

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

- develop arrangements for sharing information with parents regarding learning and development so they can support children's progression and learning at home
- review key person arrangements in order to improve continuity for children and partnership with parents when children move age groups or there are changes of staff.

Inspection judgements

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

Generally, children progress well in many areas of their learning. However, progress in some areas, such as physical development, is inconsistent because safety arrangements within the nursery do not reflect their age and stage of development or ability to keep themselves safe. Children are naturally curious and not all are aware of behavioural expectations or able to follow the boundaries set. Consequently, their safety is compromised.

Staff regularly observe children and generally get to know them well. Staff monitor children's progression, identify their interests and plan how they can support their learning. Termly reviews are shared and discussed with some parents so they can support their child's learning at home. Staff are aware of their responsibility to complete progress checks when children are aged between two and three years and share these with parents. They understand the procedures they need to follow when children require additional support.

All ages experience a broad range of challenging and exciting activities. Older children participate in forest school activities which include cooking, building dens, gardening and constructing with a wide range of different materials. Staff introduce cooking with all ages. Babies and toddlers learn to handle spoons and mix ingredients in a bowl and photographs show how happy they are with the results. Toddlers concentrate and play excitedly with new resources set up outside. They chalk on the blackboard and experiment with pouring water into gutters and watching it come out at the other end. Toddlers try a ball, which also works well. They soon learn that a stone does not roll and remove it. Staff guide and support children well by offering different suggestions to extend the play. Management continuously review resources and introduce new ones. Older children become absorbed with a construction play set. They are keen to show where you place the pretend rocks, how to move them in the toy car and pick them up with the crane. Activities encourage children's problem solving skills, which helps prepare them for school.

Generally, children benefit from knowledgeable and skilful staff who work well together to provide challenging activities that children enjoy. Management recognised that not all children are confident communicators by the time they enter school. Subsequently, they introduced specific language programmes to support children's speaking and listening skills in readiness for school. Older children enthusiastically join in with a rhythm and sound game. They listen carefully to the member of staff who claps her hands together or stamps her feet and attempt to copy. Some proudly carry on clapping after they have reached three and count to 30. The member of staff praises such good counting before asking the other children how many sounds did she make. Children eagerly say three, demonstrating their good listening skills. The member of staff manages this group activity well and sustains children's interest effectively. Younger children also enjoy circle time activities. They identify pictures of different animals and the sounds they make. Staff encourage them to share photographs of their recent holiday and help them talk about the

pictures. In addition to planned activities, staff encourage children through relaxed conversations about what they are doing and ask questions that make them think. Staff model conversations with babies and echo the sounds they make. They encourage lots of interaction with facial expressions and good eye contact. This supports young children's communication skills well.

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

Children are enthusiastic and eager learners who want to explore the wide range of activities and experiences on offer. There are plenty to support their all-round development. The learning environment is inviting with attractive displays of children's work, low level storage so that children can help themselves to an exciting range of toys and equipment. However, children's safety is compromised because play areas are not safe; therefore, children's well-being cannot be assured.

Children become increasingly independent as they progress through the nursery. They learn to manage their personal care independently, help to serve their own meals and use a knife and fork competently. Children make choices and select resources for themselves because these are stored at low level and easy to reach. Children of all ages benefit from time spent in the garden and engaging in energetic play. They explore natural materials and learn how to use these safely. For example, they construct with planks of wood, make potions from mud and water and mix sticks and bark in the water tray. Children learn that they cannot use part of the garden because there is a wasps' nest nearby and the wasps are drawn towards the apples that are fallen on the ground.

Children learn about sharing and being kind to one another because staff help them understand how to behave and what is expected. Younger children benefit from spending time with the older children because it provides an opportunity to learn from each other. Children enjoy playing games together, exploring the play equipment and investigating the play house. Staff talk to older children about being careful when riding their bikes around the play area. However, staff do not help children understand how they can achieve this by defining safe areas for bikes, particularly when younger children are using the same play area. Consequently, they race around the whole area, putting younger children's safety at potential risk. Management and staff do not implement effective safety measures. Consequently, children's safety is reliant on them following safety rules. Management do not always take full account of children's capabilities when implementing behaviour management strategies to keep them safe.

Children enjoy healthy and nutritious meals and snacks freshly prepared on the premises. Varied menus are shared with parents and comply with individual dietary requirements. Children develop good hygiene habits because these are consistently promoted by staff. Generally, children's emotional health and well-being is supported well. Most children play confidently. They develop positive relationships with staff and enjoy their involvement in their play. However, changes in children's key persons means some children take longer to

settle and feel confident in their surroundings, including when they move from one room to another. Management forge links with local schools so that they can support children when they move from nursery onto school.

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

An unannounced inspection took place following a notification from the provider to Ofsted that a child had been able to leave the premises unaccompanied. The inspection found that management took immediate action. They reviewed what had happened and their existing safety measures. They held meetings with staff and reinforced the necessity of ensuring doors from the garden to the conservatory, kitchen and the front door remain locked. However, the seriousness of the event did not prompt management to review safety and security throughout the nursery. Consequently, children remain at risk because they have not identified or introduced robust safety measures to combat all potential hazards. The five-bar gate from the garden leads onto a road and, although it is securely locked with a chain and padlock, a child could easily climb over it. The fire exit from the pre-school playroom opens onto the car park which leads to a road. It can easily be opened by a child. There is no door buzzer to alert staff if the fire exit is opened or a barrier to prevent a child from escaping into the car park and then the road.

Risk assessments are not sufficiently robust and do not take account of everything a child comes into contact with. They do not include any reference to the glass in the summer house or the conservatory. Consequently, the manager was not sure whether it is safe or not until she spoke with the owner of the nursery. At the end of the day, all ages join together and play in the garden. The area used has a safety play surface but staff do not always consider what equipment is out and whether this is suitable for all ages. For example, older children ride around on bikes avoiding obstacles in their path. However, there is no defined area for riding bikes, which means that obstacles sometimes include very young children which is hazardous when children cannot stop. These are breaches of legal requirements and put children's safety at risk.

Management have clear systems to ensure they are meeting the required adult to child ratios at all times. They provide additional staff to support children with special educational needs and/or disabilities. They liaise with parents and other professionals in order to tailor the support according to children's individual needs. Management take account of children's specific needs, including behaviour, and complete risk assessments accordingly. Sometimes this involves changing equipment and adapting activities. However, management do not always use the information they receive effectively. For example, they do not consider that a child who is able to open child safety gates may also be able to climb a gate in the garden or open fire exits. Staff are generally deployed well throughout the nursery so that children have plenty of support and are not left unsupervised. However, the pre-school room is also used for toddlers and pre-school children to have a sleep after lunch. Children are monitored and regularly checked during

this time. However, staff are not always present in the room, therefore they cannot ensure a child does not open the fire exit and leave the nursery unsupervised.

As a result of the inspection findings, the provider is required to take further action. This is because they are not meeting the requirements of the Statutory Framework for the Early Years Foundation Stage relating to children's safety and the associated requirements of the Childcare Register.

The management and staff have a clear understanding of child protection issues and know what to do if they have concerns about a child in their care. Management use comprehensive recruitment and selection procedures to ensure staff are suitably qualified and experienced to work with children. Staff complete a thorough induction and this is followed with regular training, supervision and appraisal to help them develop their practice and understand their roles and responsibilities. Management and staff are keen to provide quality care for children. They respond positively to feedback and use this to make improvements alongside their own evaluations of practice. They liaise closely with early years advisors who work for the local authority and the company. Consequently, the learning environment is continually developing. Recommendations raised at the last inspection have been addressed resulting in a better balance between child-initiated and adult-led activities and challenging group activities. Staff regularly monitor children's progression and follow children's interests when planning activities. However, parents are not always aware of children's next steps for learning or how they can support learning at home. Parents feel well informed about most aspects of the nursery. However, some parents found that changes in staff and key persons when their child moves from one age group to another unsettling for both their child and themselves. Parents receive daily feedback about their child's care routines, regular newsletters, information about current issues, such as health and immunisations, and relevant details of local schools.

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:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks

(voluntary part of the Childcare Register)

- ensure that a child is unable to leave the premises unsupervised (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	145837
Local authority	Wiltshire
Inspection number	931004
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	39
Number of children on roll	45
Name of provider	Snapdragons Nurseries Ltd
Date of previous inspection	16/05/2011
Telephone number	01225 707009 or 01225 707009

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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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