

Rowley Village Nursery

Carlyle Road, ROWLEY REGIS, West Midlands, B65 9BQ

Inspection date

11/07/2013

Previous inspection date

11/09/2012

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 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

- Children's well-being is significantly compromised because there are several breaches of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. There has been a previous occasion of non-compliance in relation to managing children's behaviour.
- Children's learning and development is significantly compromised because there are several breaches of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. There has been a previous occasion of non-compliance.
- The registered provider and manager are ineffective in monitoring staff and providing them with suitable support, coaching and training. Consequently, staff practice is poor and children receive inadequate standards of care and learning, resulting in some children lacking enthusiasm for learning.

It has the following strengths

- The wonderfully resourced outdoor areas cannot fail to inspire children's natural drive to be active learners and to undertake their own exploration.
- All staff receive ongoing training and have a secure knowledge of child protection procedures. As a result, they have a secure understanding of the action to take if there is a concern about the welfare of a child.

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 all the playrooms where children were present and in the outdoor learning environment.
- The inspector held discussions with the manager and other staff working in the setting, about children's play and care routines.
- The inspector interacted with children and spoke to parents to obtain their views about the setting.
- The inspector looked at children's daily diary sheets, assessment records and planning documentation. She looked at evidence of the suitability and qualifications of the staff, a range of written policies and child and staff attendance records.
- The inspector conducted two joint observations of children's activities and experiences with the manager.

Inspector

Christine Armstrong

Full Report

Information about the setting

Rowley Village Nursery was registered in 2003 and is on the Early Years Register. The nursery operates from a single storey building with a separate building that is used for older children. The main nursery building consists of four rooms and a hall. The nursery serves the local area and has strong links with the local school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 7am until 6.30pm. Children are able to attend for a variety of sessions. There are currently 60 children attending who are within the early years age range. The nursery provides funded early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities and children with English as an additional language.

The nursery employs 13 members of childcare staff. All staff members have early years qualifications at level 3. One member of staff is working towards Early Years Professional Status.

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 the behaviour management policy includes strategies that are appropriate to the age and stage of the child, in order to help them to learn how to manage their feelings and behaviour. Ensure neither the policy or practice includes any strategy which could adversely affect a child's well-being

ensure staff:child ratio requirements are met, in order to meet the needs of all children at all times.

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

- ensure the delivery of the educational programmes focuses on the prime areas of learning and is informed by ongoing observations, assessments and children's next steps in learning, in order to support children to make good progress towards the early learning goals
- ensure staff have appropriate skills and knowledge and a clear understanding of their roles and responsibilities with specific reference to the characteristics of effective teaching and learning, in order to provide children with challenging and motivating learning experiences
- improve arrangements for the supervision of staff to ensure they receive effective support, coaching and training so that they have the skills, understanding and knowledge to undertake their roles and responsibilities effectively
- establish a regular two-way flow of information with parents, and between providers, to ensure the needs of all children are met
- ensure the key person role is effective in order to ensure that every child's learning and care is tailored to meet their individual needs.

Inspection judgements

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

Children receive inadequate support to prepare them for school and their next steps in learning. For example, pre-school children are not adequately supported to develop the

characteristics of effective learners. They are not supported or challenged to think of ideas, find ways to solve problems or make predictions. They are not challenged to test or develop ideas of cause and effect as they play. For example, as children play in the wonderful water and sand area outdoors a member of staff notices that older children are sitting with their feet in water that has accumulated due to the sand blocking the drain. In her interactions with the children she focuses her attention on telling children not to put sand in this area to avoid the drain becoming blocked. Her lack of understanding and focus on the potential learning opportunities means children are not challenged to think for themselves why the water is accumulating. Children are not encouraged to think what steps they could take to unblock it, for example, by putting the water into buckets, or feeling for the drain with their feet to move sand away. They are not encouraged to predict or test ideas about what might happen to the water or sand, for example, what might happen if they are left in different size or shaped buckets in the heat, or shade, over a period of time. Consequently, although children enjoy sitting in the area and enjoy the coolness of the water they are not taking part in active learning. They are not being supported to extend their ability to think critically, work together, and make decisions about how to approach a task, or sustain their interest over time. These are the skills this group of older children need to develop to support their success in school.

Pre-school children's development and learning is also significantly hindered because their movement, access to resources and interaction with staff is restricted around staff lunchtime breaks. For example, during this time 14 children remain in one small pre-school room with one member of staff who undertakes a mostly supervisory role. During this time children sit at three tables playing with table top toys that include small bricks, chinks and magnets. At regular intervals the staff member tells the children to stop what they are doing, to stand up and move to the next table. Children then choose further resources to go onto the table and repeat the motion of moving from one table to the next. This approach significantly hinders children's ability to make choices and follow their own interest. It inhibits their motivation to explore, move or display high levels of energy. It limits opportunities for children to sustain their interest, or persist with any self-chosen challenge. The activity is not tailored towards meeting any individual needs of the children. It results in children becoming inactive and unengaged, and it hinders staff's ability to support all children present. Consequently, children in this age group are not supported to make the expected levels of progress.

Children age two to three years in the nursery also receive inadequate support to progress in their learning because staff to child ratios are not met. For example, up to mid-morning there are only four members of staff to support 24 children. One of these staff is also responsible for managing the nursery until the manager arrives. Therefore, at times her attention is taken away from the children as she deals with visitors and other tasks. The requirement is for six staff members to be present for 24 children. This significantly limits the support staff are able to provide to children and the situation becomes significantly worse during staff lunchtime breaks. In this instance, children spend long periods of time sat at tables with table top toys while other children are sleeping. At one time 11 children are cared for by one member of staff. During this time the member of staff sits at a table with eight children, providing four jigsaws for them to play with. Some children sit at the table with nothing to do but to watch other children. No action is taken by the member of staff to include these children, who are left sitting at the table not engaging in any activity

for significant periods of time. Other children complete the jigsaw in front of them very quickly but have to wait until the member of staff tells the children to swap jigsaws, while other children's requests for help go unheard.

This type of experience effectively dampens children's motivation to learn, it inhibits their natural curiosity as learners and significantly compromises the progress they make. In this instance, the member of staff demonstrates a significant lack of understanding of how to support children's learning and the potential impact that this experience may have on children. Furthermore, although the manager is present at times, she takes no action to address the situation. However, when staff break time is over children benefit from taking part in a stimulating and active music and movement session. During this time they are challenged to move their bodies in different ways in response to singing and music. This activity is effective in supporting their communication and physical skills.

Outdoor play for this age group of children is significantly richer in learning opportunities because the outdoor space provides a wealth of exciting and stimulating opportunities for children to explore and experiment. Children move freely and enjoy challenging themselves as they ride wheeled toys run up and down grassed mounds, cross the 'wobble bridge' and find their way through the willow tunnel. Staff sit with children to look at books, they encourage them to mark make on walls and the floor with chalk and they encourage children to explore sounds with a range of musical instruments. In this instance children demonstrate high levels of energy and fascination.

However, staff do not always pay attention to how children engage in activities. Therefore, they do not capture the opportunity to engage children in conversation about what they are doing or trying to do, in order to support their thinking and communication skills. For example, as children move along the balance beam using a range of different strategies the member of staff greets each child at the end with a 'well done'. She does not help them to note what strategy they have used to get across, or how this might have differed from how other children had approached the task. Therefore, children mostly have a few goes across the beam before moving on without being encouraged to take a risk and learn by trial and error.

Children under two years benefit from a balance of indoor and outdoor play where they can move freely using a rich variety of resources that stimulate their senses and encourage them to explore using all parts of their bodies. For example, they enjoy spending time playing in water in the outdoor paddling pool, playing with sand and bubbles. Staff members engage in playful interactions with them, they follow their interests and mirror their actions, which help to develop younger children's self-awareness. Children enjoy looking at books and photograph displays of themselves. They take part in lots of singing activities with staff who are skilled at singing slowly and using actions and gestures which help children to take an active part and to develop their communication skills. However, some staff in this area find it difficult to find the time to track children's progress. Some staff assess children's development in the specific areas of learning, instead of focusing on the prime areas of learning and children's starting points are not established clearly in partnership with parents. As a result, children's individual next steps in learning are not always accurately identified and assessments are not always accurate, which hinders staff's ability to provide early targeted support for children where

necessary. Therefore, staff do not always plan experiences and activities to fully support or extend children's progress, particularly for children for whom English is an additional language. This weakness hinders staff's ability to effectively include and involve parents in their children's assessments and learning.

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

Children are not always supported to develop a secure sense of well-being. Although there is a suitable key person system in place this is sometimes ineffective because staff to child ratios are not met. This results in children receiving too little individual care and consideration. At times, although the nursery has a wonderful array of resources to ignite children's interest, staff fail to provide or create a stimulating environment. This means children are not encouraged to develop independence or explore their surroundings. In addition, staff do not always ensure all children are included, which hampers children's self-esteem. As a result, at times children are not happy and not enjoying what they doing. This poor practice has a significant adverse effect on the well-being of children because it hinders their ability to become eager and able to learn.

Partnerships with parents are not always effectively forged. As a result, staff do not always have sufficient knowledge about children's family experiences and culture. This means they cannot meet children's individual needs and reflect and value their individuality. Staff exchange some information with parents on a daily basis, but the time spent with some parents is very short and is it not always with the key person. This does not support an effective two-way flow of information, or the time to develop trusting relationships. Consequently, continuity and cohesion between children's care at home and nursery is not effectively supported.

However, in some instances staff focus well on supporting children to embrace new experiences. For example, a 'Fun Week' is planned to celebrate and prepare children for their move to school, which parents are included in. The nursery also welcomes visitors from local schools that children will be attending, which supports a two-way flow of information and provides children with the opportunity to discuss and prepare for their move. When children move rooms within the nursery parents are informed and their views are sought. This supports parents to become involved in their child's move and to be included in supporting them during this time. Children are well prepared by staff for the move because they spend time beforehand in their new room and generally, the open-plan nature of the nursery means they will be familiar with most staff.

In some situations staff respond warmly to children. They greet children with warm smiles and talk to them in soft tones and give hugs, which help children to feel safe and secure. In some instances, staff foster positive relationships between children. For example, they talk to children and encourage children to take turns with resources outdoors, which help children to play cooperatively and to consider others. Babies respond well to praise and encouragement from staff. For example, staff encourage children to become successful in feeding themselves. However, staff do not always respond in a sensitive enough manner when young children's actions hurt other children. For example, they follow the nursery's behaviour management policy and put children in 'time out'. During this time children are

not allowed to play and are not spoken to. Then children are required to say 'sorry' or give a hug to the child they have hurt. This approach is not appropriate for young children as they have not developed an understanding of what 'sorry' means. The approach does not place adequate emphasis on giving children the support they need to help them to recognise their action hurts others, for example, by helping them to recognise and label emotions, such as sad and happy using gestures, pictures and words. It can cause a child to become distressed and staff report they do not think it necessarily helps to change children's behaviour. Consequently, children are not adequately supported to learn to manage their own behaviour and feelings.

Children are supported to develop their understanding of how to keep themselves safe and healthy, for example, as they learn to use sun protection and put on sun hats before they go out into the sun. Their good health is suitably supported through a variety of healthy snacks and meals. Discussions around the importance of washing hands before eating and healthy foods, help to support children's awareness of the importance of hygiene. Staff capture opportunities to support and challenge children's developing self-care skills. For example, younger children are given spoons to support the skill of feeding themselves. Suitable arrangements are in place for children to rest and sleep. However, these arrangements have an adverse effect on children who do not sleep because they are restricted to sitting and playing at tables for long periods so they do not disturb sleeping children in the same room. Regular play in the outdoor play areas ensure children enjoy the benefits of fresh air and exercise.

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

The leader and manager do not demonstrate their understanding of how to meet the safeguarding and welfare and learning requirements of the Statutory framework for the Early Years Foundation Stage. The manager is not sufficiently effective in the role of monitoring staff and providing them with suitable support, coaching and training. Consequently, staff do not have the skills, knowledge and a clear understanding of their roles and responsibilities, in relation to supporting children and their families. This results in poor practice. This is particularly evident during outdoor play where staff fail to support children to develop the characteristics of effective learners. It is also demonstrated in the poor quality of staff interaction and play opportunities for children aged two to four years over the midday period. The manager has also failed to take action to address some staff's concern that they have too little time to undertake observations and assessments. In addition, the manager has not ensured that staff working with the younger children focus strongly on the prime areas of learning. Consequently, children's next steps in learning are not always effectively identified and their progress is not effectively monitored. This limits staff's ability and effectiveness in working with parents and other professionals, particularly in relation to providing intervention to support any identified gaps in learning. Therefore, children are not supported to make the expected gains in their learning and development, taking into account their starting point and capabilities.

This inspection took place following concerns received by Ofsted that staff to child ratios are not met and that partnerships with parents are not effective because parents are not

given adequate feedback regarding their child's learning and development. Concerns were also received that children are not well supported to progress in their development and learning and that children's behaviour is not well managed. The inspection found that the behaviour management policy does not meet the safeguarding and welfare requirements to ensure that any child's well-being is not adversely affected when staff manage their behaviour. This is because the policy directs staff to give children three requests to stop unwanted behaviour. In the event of children not stopping any unwanted behaviour the policy states 'time out' will be used, which means moving children to sit away from other children for a period of one minute for each year of their age. This does not ensure that children do not feel threatened with punishment. It does not demonstrate a sufficient understanding of how to support children to learn to manage their own behaviour. Consequently, children's behaviour is not always managed appropriately by staff.

The inspection also found that the manager does not always ensure arrangements are in place to meet staff to child ratios. In this instance, there was insufficient staff to care for children aged two to three years, which had a direct impact on staff's ability to meet children's individual needs, particularly around midday. Consequently, children receive inadequate support to progress in their learning and development and their well-being is not sufficiently supported. Parents are not provided with adequate feedback about their child's learning and development because insufficient focus is given to involving parents in identifying their children's achievements and next steps in learning from the outset. Daily information exchanged with parents does not always include information about children's activities and achievements at home and in the nursery. Consequently, parents are not fully informed or involved in their child's learning and development. There have been previous occasions of non-compliance in relation to the learning and development requirements and the management of children's behaviour. This demonstrates an insufficient commitment to improvement as children's care and learning continues to be compromised.

However, there have been some improvements in relation to the recommendation made at the last inspection to extend the methods used to engage parents in their children's development and learning in the setting and at home. For example, two members of staff have recently undertaken training, which is aimed at supporting staff to encourage and develop parental involvement in children's early learning. This has led to some new initiatives that seek to engage parents in their child's learning. For example, play resources that include written guidance for parents have been obtained by the nursery for parents to take home, in order to support their child's learning at home. There has also been much improvement regarding the provision of books, which helps to support children's literacy and communication skills.

Recruitment and vetting requirements of the Statutory framework for the Early Years Foundation Stage are fully met. This ensures that all adults working in the setting are closely monitored and assessed for suitability, which contributes to safeguarding children. All staff receive ongoing training and have a secure knowledge and understanding of child protection procedures, which ensures they act appropriately to safeguard children. This includes keeping a record of any incidents relating to children's care. Risk assessment arrangements are in place and suitable steps are taken to keep children safe and secure. For example, the gate to the nursery is kept locked when children are playing outdoors to

prevent unauthorised persons from entering the area. Staff also count children in and out of the area to ensure no children remain when staff go indoors. Suitable action has also been taken to ensure steps leading to the pre-school room are safe for children to use. Staff are suitably trained in first aid and first-aid equipment is readily available. Appropriate records to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met are kept. These include a daily register of children's and staff attendance. These procedures help to ensure children are kept safe and benefit from a safe and secure environment.

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	EY268626
Local authority	Sandwell
Inspection number	921460
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	66
Number of children on roll	60
Name of provider	Prima Healthcare Ltd
Date of previous inspection	11/09/2012
Telephone number	0121 561 5513

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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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