

Cracker Jacks Day Nursery

Upton Court, Datchet Road, SLOUGH, SL3 7NR

Inspection date

16/07/2013

Previous inspection date

23/10/2012

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

- Staff supervision of children is weak which means accidents happen to children.
- The provider does not ensure that risk assessments are carried out adequately and action is not taken to minimise hazards, hence accidents to children occur.
- The educational programmes for promoting children's communication and language skills, and their physical development outdoors, are both weak, so progress is slowed.
- The arrangements for the supervision of staff to evaluate and foster a culture of mutual support, teamwork and the continuous improvement of the nursery are weak.
- Some areas used by the toddlers, including the outdoor space, are under resourced and unsuitable, which limits children's enjoyment and progress.

It has the following strengths

- Staff are clear on the role of the key person and generally build strong bonds with children and parents.
- The indoor area used by babies is a rich and welcoming environment.
- Children with special educational needs and/or disabilities are swiftly identified and action is taken by the special educational needs co-ordinator.

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 play activities in all nursery rooms, the main hall and outside in the garden.
- The inspector held discussions with a group of parents.
- The inspector spoke with staff about their practice.
- The inspector had a meeting with the manager, the directors and completed a joint observation of an activity with the manager.
- The inspector looked at a sample of documentation.

Inspector

Lorraine Wardlaw

Full Report

Information about the setting

Cracker Jack Day Nurseries Limited registered in 2012. It is situated in a listed building in Datchet Road, Slough. The nursery has three main base rooms for the children with direct access to toilet facilities. All children have access to the 'great hall' and a separate sensory room. The nursery has a parents' room, an office and staff room. The nursery has an outdoor play area.

The nursery is registered on the Early Years Register. It is open five days a week, for 51 weeks of the year. The nursery is open from 8am until 6pm, and there are also sessions available from 8am to 1pm, and 1pm to 6pm. The nursery also caters for early starts between 6.30am and 8am, and from 6pm to 8pm, as a bookable service with 24 hours notice. The nursery has children learning English is an additional language attending. There are currently 55 children on roll, all in the early years age group. The nursery currently employs 10 members of staff to work with the children, nine of whom have relevant childcare qualifications. The manager has a relevant early years degree and holds Early Years Professional Status.

What the setting needs to do to improve further

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

- ensure children are adequately supervised by staff, in order to keep them safe
- ensure the environment and equipment are safe and suitable for children to use, taking account of health and safety legislation
- ensure risk assessments are undertaken to assess any risks to children's safety and take action to reduce or remove risks, sharing with parents how these are managed, if so requested
- make sure that the individual needs, interests and stages of development of each child are considered and use this information to plan and monitor challenging and enjoyable experiences, particularly for toddlers and in the area of physical development, by providing play resources so children get sufficient opportunities to promote their agility and movement skills
- improve the programme for communication and language development, particularly for the younger children, by providing opportunities for them to experience a rich language environment, to develop confidence in expressing themselves, to speak and listen in a range of situations and to increase their vocabularies, using additional aids as necessary to support them
- improve arrangements for staff supervision and self-evaluation of the provision, by providing regular opportunities for mutual support and teamwork, in order to drive continuous improvement adequately.

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

Most children appear happy and enjoy their time at nursery but the provider does not meet all of the learning and development requirements of the Early Years Foundation Stage. This weakness stems from how the educational programmes for communication and language and physical development are implemented by staff. For example, during meal times, key people do not emphasise and repeat words for babies and toddlers to hear and learn vocabulary. Food is handed out to the children at mealtimes with little talking from the staff. During an adult-planned activity when making home-made beef burgers for lunch, with older children, there are many learning opportunities not taken. The adult leading the activity does not use key words, such as 'ingredients' and 'recipe' or encourage all children to be involved. The key adult allows the cook to lead the session who is not knowledgeable about the different areas of learning, so opportunities to

promote these are missed. However, a few of the older, more able children gain a more satisfactory experience and show they can recall what they have learnt.. This shows children are gaining an understanding of where food comes from and how it is made, so developing their understanding of the world.

Babies are given suitable adult support in their play and learning. They are soothed and cuddled when they are unhappy. Nevertheless, when an adult reads a book to an unsettled baby she reads all the words quickly and does not give the baby a chance to point at pictures and try to talk, as they feel happier. Again, this inhibits speech development.

The range of play resources available in the 'great hall' does not match the needs of the younger children, who use it frequently. A staff member tries to encourage toddlers to look at magnetic letters, and sounds them out because that is what is available on the table. This is beyond the children's understanding. Children play with wheeled cars but there no other resources available to support and develop this play. Toddlers and two-year-olds look in empty baskets to see what they can find to explore and play with. None of these experiences allow them to learn through exploratory play.

Key staff carry out observations of children's progress and keep a tracking sheet of their capabilities. In addition, staff record children's next learning steps and have a learning plan. However, they are not using the information they know about children effectively. They fail to plan the play environment effectively in order to help children move to the next stage in their learning. They do not use their knowledge during their interaction with children in the play activities. This means the adults are not helping all children make sufficient progress.

Sometimes, an activity helps pre-school children gain suitable skills for the move to school. For example, staff encourage older children to copy write onto a board after recalling their home experiences. Group 'hello time' for toddlers is not managed appropriately to meet their needs. Children sit in a large group outdoors and are expected to count by rote to twenty, which is beyond their understanding. They are made to wait and take turns to say 'hello' to the adult. The member of staff talks about the days of the week, the months of the year and scribes the words on a blackboard. This is a weak teaching, showing a lack of understanding of child development and is a poor learning experience for toddlers. Nevertheless, children with special educational needs and/ or disabilities receive early intervention from the special educational needs coordinator, who identifies their needs. In addition they receive occasional tailored support that meets their needs.

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

The key person approach is known to all staff. It is sufficiently embedded in practice to help children build a strong bond with their special person. For example, the key person usually changes nappies for the children for whom they take special responsibility. They put them down to sleep in the attractive and cool sleep room. Older children show they are developing positive relationships with their key person, often calling out their name to

talk to them.

Although children's base rooms are safe and suitable for them, not all areas used by children are suitable for the age and development stages of the children being cared for. Babies use a well-resourced, attractive baby room. A sensory room is used for activities, such as music and movement. However, the 'great hall', used by toddlers does not have suitable resources and equipment for them to use. It is equipped to be more suited to the pre-school age children. As a consequence toddlers sometimes throw the resources on the floor showing their frustration, although overall, their behaviour is appropriate.

Staff regularly count children but generally child supervision by staff is weak, particularly for the toddler age range. When toddlers are left unsupervised on the raised area in the 'great hall', even briefly, they fall off. Others climb on the bench to use the pencils that are out of reach to them. This results in the manager intervening because children are not learning to act in ways that are safe for themselves. She talks to the children about how to stay safe.

Children enjoy the healthy, nutritious food that is freshly prepared by the on-site chef. Pre-school children are involved in the making of the meals, which they enjoy and talk about. Meal times are planned as social occasions when all children sit together in small groups with their key staff. Although this is planned as a social time, this is dependent on the skills of the staff and some do not encourage conversations. Some staff encourage children to drink water regularly in hot weather and others do not, because there is inconsistent practice across the team. Children can regularly play outdoors but there are very few appropriate safe resources and equipment to help children's climbing and movement skills. Children can run outdoors and used wheeled toys, such as tricycles and trolleys, which promotes some aspects of their physical development. Overall, the nursery is not sufficiently preparing children for their next stage in learning.

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

The provider is not meeting all the safeguarding and welfare requirements of the Early Years Foundation Stage. Although staff are generally aware of their responsibilities to promote children's welfare and safety they are not all doing so consistently. This inspection was brought forward by Ofsted, because concerns had been raised regarding a young child's accident in the outside area involving the use of plastic crates. The inspection evidence showed that the staff are not risk assessing the use of these materials adequately, because young children, under two, can easily access them. These children are able to climb and walk on the crates, on occasions unsupervised, which have small ridges of plastic on the upturned crate. These are hazardous to the younger children who have not mastered necessary agility skills, and are unsuitable for their use. The equipment does not conform to safety standards for younger children. In addition, staff do not supervise the younger children adequately indoors when they play on the raised area in the 'great hall'. This lack of supervision results in a 'bump to the head' accident.

The manager and staff demonstrate a secure understanding of the child protection

procedures and know what to do if they have a concern about a child's welfare. Premises are secure and the manager is vigilant regarding access to the premises, recording visitors' names and checking their identity. CCTV cameras are in operation throughout the nursery. The provider conducts the recruitment and vetting procedure and most staff are fully vetted as suitable to work with children. Those staff who are still going through vetting procedures are never left alone with children.

Several new staff have been appointed since the last inspection, which has resulted in the manager being overstretched in her duties to monitor all aspects of the nursery practice. The manager is keen, well motivated and highly qualified. She is aware of most of the nursery's weaknesses. However, the provider does not give proper supervision for her, and across the nursery there is a lack of mutual support and teamwork, in order to drive continuous improvement. The manager has conducted her own robust self-evaluation of the nursery but this is not currently shared with the staff or the provider, in order to be acted on. The manager is helping to raise the quality of provision by mentoring and supporting staff in improving their skills and knowledge. However, this process has not yet resulted in sustained improvements in staff practice or in consistency in implementing procedures.

Overall, the nursery develops links with parents. Parents speak positively of the nursery and of the good communication they have with the staff and key person. For example: 'At the end of the day, staff are always free and willing to chat to us about how our child is doing. We feel they have time for us'. Information on children's care, learning and development is regularly shared. The nursery has some links in place with other providers and other agencies to support children.

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	EY438176
Local authority	Slough
Inspection number	923880
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	55
Name of provider	Cracker Jacks Day Nurseries Limited
Date of previous inspection	23/10/2012
Telephone number	01753 303406

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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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