

# Kings Nursery

Kings Court, 33 King Street, BLACKBURN, BB2 2DH

## Inspection date

Previous inspection date

30/09/2013

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

Not Applicable

|  |   |
|--|---|
| 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 do not hold appropriate qualifications and it is not possible to work out if staff ratios are met due to poor record keeping. This compromises children's safety.
- There is no named deputy or nominated staff to lead on behaviour management or special educational needs and/or disabilities. This means children's needs are not met.
- The key person system does not effectively meet all babies' needs, this has resulted in gaps in children's routines.
- Children are not regularly observed or assessed to understand their interests and what they can already do. Consequently, the environment is not enhanced to meet children's interests and provide choices.
- Babies' needs are not being met because of the presence of older children for large parts of the day.
- Children do not have direct access to an outdoor play area, nor do staff plan and provide outdoor activities on a daily basis. This does not meet children's needs.
- Self-evaluation is not effective in identifying gaps in knowledge and driving improvements to benefit children.

### It has the following strengths

- All children learn to communicate using sign language. This broadens the communication skills of even very young children effectively.

## 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 toured the setting with the manager.
- The inspector talked with staff about the setting's procedures and children's learning and development.
- The inspector sampled documentation, including policies and procedures, children's learning records and the provider's self-evaluation form.

## Inspector

Linda Shore

## **Full Report**

### **Information about the setting**

Kings Nursery was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This was due to a change to the organisation. It is situated in the centre of Blackburn, Lancashire and is managed by a registered charity. The nursery accommodates children under two-years-old from within the local area. Children over the age of two years are accommodated in the nursery's sister setting sited nearby.

The provision is a bi-lingual nursery for children using British Sign Language, English or any other language. It operates from the Kings Court in conference rooms five and six. Children access the sister nursery's outdoor area, alongside areas within the local community.

There are 11 children on roll. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, from 8am to 6pm.

### **What the setting needs to do to improve further**

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

- ensure that the required staff qualifications are met at all times. In particular, ensure that each room have at least one member of staff, who holds a full and relevant level 3 qualification and at least half of all other staff hold at least a full and relevant level 2 qualification, so that children's needs are met
- keep accurate daily records of the names of children being cared for on the premises and their hours of attendance, so staff can safeguarded then in an emergency
- ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence. Appoint suitably qualified or skilled staff as the special educational needs coordinator and behaviour management officer to meet children's individual needs
- review the key person system to ensure that every child's care is tailored to meet their individual needs, such as meeting dietary and nappy change requirements, to help children become familiar with the setting and to offer a settled relationship for the child and the parents
- ensure information from regular observations of children is consistently used to understand their level of achievement, interests and learning styles to ensure that learning experiences and environment are planned to meet their individual interests, needs and offer challenging learning, so that they make good progress
- ensure babies have access to an area separate from older children to ensure they can play rest and relax in a safe environment
- provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis, such as going out for a walk
- ensure a thorough self-evaluation process includes the views of parents and children to identify strengths and areas to be developed, including gaps in knowledge regarding the Early Years Foundation Stage requirements. Devise an action plan to overcome weaknesses that have been highlighted, as a result of the process to improve the service to children.

## Inspection judgements

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

Staff qualification requirements are not met. This means children do not have sufficient qualified staff support to ensure their learning and development needs are met at all times during the day. Observations have not been carried out for several months and no next steps devised to progress children's learning. This means children's progress is inadequate and they are not prepared for school. The nursery has a brief timetable of activities, however, there is no planning to meet individual children's needs or interests. Children have access to a variety of resources arranged in specific areas. However, many are stored away and the environment is not planned or enhanced to meet children's interests. Consequently, children get bored quickly and cannot make adequate progress.

Children are asked to put resources away before getting others out, which hinders their ability to move and combine things to further support their play. Some children wander aimlessly, unsure what to do because resources are not enticing to support them in making decisions about their own play. Staff do not demonstrate that they can extend children's learning by joining in and following children's interests. Interactions between children and adults are minimal, which means that communication development is not supported through regular conversation or commentary on children's activities to prolong their interests and introduce new vocabulary. Nevertheless, some practice is sound. All children learn sign language in this bi-lingual setting and babies learn to communicate with staff this way from a very young age. They are well supported by non-hearing and hearing staff, who also use learning sign language. Staff provide some support for children's understanding of numbers as they count and stack bricks for children to knock over and children learn to express themselves physically as they sway and bob to the music.

Parental input into children's learning is hindered due to changing staff members, which means they do not have enough opportunity to develop a close supporting relationship with a key person. This affects children's confidence and sense of belonging in the setting. Babies do not have access to daily outdoor play and physical climbing equipment indoors is inaccessible as the room is gated off and used only for sleeping children and nappy changing at the moment. Consequently, babies do not have sufficient exercise or access to fresh air to ensure their physical development is progressing well enough to support later learning in the specific areas.

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

Children have few opportunities to form strong meaningful bonds with their key person. This is due to changes in key persons related to staff turnover and a lack of focus on a key person system. Children in the baby unit did not have an allocated key person at the time of inspection. This is a breach of requirements, compromises their ability to build healthy

relationships in the future and affects their sense of trust and security. This breach has resulted in staff not meeting children's care needs effectively, such as nappy change routines and dietary requirements. It also means relationships are not in place with parents to ensure children's needs are met effectively.

Children do not have opportunities to play outdoors for fresh air and exercise on a daily basis. Children occasionally play outdoors at the sister setting nearby. However, this does not happen regularly and children are taken out for walks into the local community infrequently. This compromises children's health and well-being. The sister setting nearby caters for children aged over two and at times these older children mix with babies, for instance, during the first hour of the day or for dinner, which gives babies appropriate contact with older children and allows siblings to spend time together. However, sometimes older children are in the baby room for at least half of the day and this is not meeting the needs of the babies, by giving them a place where they can play safely and quietly if they chose. An additional room is available to children but this is made inaccessible to children for daily play. Staff supervise children throughout the day to ensure they are safe at all times.

Staff remind babies to play safely, for example, by asking children to be careful of other children when they run, so as not to fall or hurt their friends. Children begin to learn to care for themselves as they are encouraged to hold a cold compress onto a bump and then dispose of it in the bin when they feel better. Children's behaviour is appropriate as they play alongside each other and learn that cooperation makes activities fun. Children's hygiene is promoted as very young children wash their hands at appropriate times and staff explain they need to wash the germs off.

Meals are prepared at the onsite cafe and the cooks are notified of dietary requirements daily. The nursery offers well-balanced, nutritious meals and provides fresh fruit for them to snack on and they have water available to drink throughout the day. This means children can begin to learn about taking care of themselves. However, the key person system does not support babies to develop healthy, secure relationships and the emotional stability needed to fully prepare them for the next stage of learning and transitions to other settings.

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

The inspection was prioritised after concerns were raised with Ofsted regarding child ratios, supervision of children and the care of babies. The inspection found a breach of legal requirements in relation to each of these aspects and in addition, poor record keeping means that it has not been possible to establish exactly when children and staff are in the building. Staff are not suitably qualified to meet the needs of children at all times. For example, at inspection only one member of staff held a full and relevant level 3 qualification, while the second staff member was unqualified. Although, the nursery works very closely with their sister setting across the road, the staffing issue was not rectified by

redeploying staff from the other setting. This all means several legal requirements of the Early Years and Childcare Register are not met. Consequently, children's safety and well-being is compromised. Staff have completed safeguarding training and can explain the signs of abuse and neglect and they know who to contact should they have concerns about children's welfare. The manager is also aware of changes which must be notified to Ofsted.

The nursery does not currently have a named deputy, lead practitioner for behaviour management or special educational needs coordinator as required. This means children's individual needs are not met and their safety is compromised. Parents have regular discussions with staff regarding children's care and activities children have taken part in and are consulted about children's transition to the sister setting. However, the high turnover of staff means some children do not have a consistent key person, which also means relationships with parents are less effective at gaining information to tailor learning to children's needs. Partnerships with outside agencies are in place and the nursery seeks advice from the local authority early years consultants and inclusion teacher to develop practice and support children with special educational needs and/or disabilities.

Self-evaluation is weak. The planning and assessment of children's learning is not monitored effectively. This has resulted in staff not observing or assessing children for several months. Children's progress is not being tracked across all areas of learning to identify the areas where they may need more targeted support. There is ineffective monitoring of staff practice and the inadequate qualifications of staff and poor practice have not been identified or addressed by management. An appraisal system has been introduced, as required, to ensure staff's continuing suitability to work with children. However, this is very new and will need time to show improvement. The manager supports the training of apprentices in the setting and ensures staff get the required training to meet requirements, such as first aid and safeguarding. However, self-assessment is inadequate as the management team have not identified the weaknesses found during the inspection, which means it is an ineffective tool to drive improvement. This does not support children's learning and development and does not ensure children make sufficient progress or gain the full range of skills necessary to be ready to move on to pre-school.

### 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 at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (compulsory part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance (compulsory part of the childcare register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance (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

|                                    |                                  |
|------------------------------------|----------------------------------|
| <b>Unique reference number</b>     | EY466162                         |
| <b>Local authority</b>             | Blackburn                        |
| <b>Inspection number</b>           | 937367                           |
| <b>Type of provision</b>           | Full-time provision              |
| <b>Registration category</b>       | Childcare - Non-Domestic         |
| <b>Age range of children</b>       | 0 - 17                           |
| <b>Total number of places</b>      | 10                               |
| <b>Number of children on roll</b>  | 11                               |
| <b>Name of provider</b>            | East Lancashire Deaf Society Ltd |
| <b>Date of previous inspection</b> | not applicable                   |
| <b>Telephone number</b>            | 01254 671770                     |

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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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