

Kings Nursery

35 King Street, BLACKBURN, BB2 2DH

Inspection date

Previous inspection date

01/10/2013

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

- There is no named deputy or nominated staff to lead on behaviour management or special educational needs. This results in children's needs not being sufficiently met.
- Children's safety is compromised because poor record keeping means that it is not possible to monitor if staff ratios are consistently met or to know what children are in the building at any one time.
- Children have only recently been allocated a key person. Therefore, they have not developed secure bonds and attachments with staff, in order to ensure their welfare and learning needs are met.
- Risk assessments and daily checks do not fully recognise all potential hazards to children, which compromises their safety.
- The system for observation, assessment and planning is not fully embedded to ensure all staff are completing precise assessments of children, including the two year progress check. Consequently, the environment and activities provided do not sufficiently challenge, promote children's interests and provide varied choices.
- Self-evaluation and the monitoring of practice is not effective in identifying gaps in knowledge and driving improvements to benefit children.

It has the following strengths

- Children's communication skills are well supported as they all learn to play and communicate using sign language.

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 toured the setting and observed activities indoors and outdoors.
- The inspector held meetings with the owner/manager of the provision and with members of the staff team.
- The inspector sampled documents, including children's development records, policies and procedures.
- The inspector observed the resources and equipment on offer and how they are organised to support children's learning and play.

Inspector

Linda Shore

Full Report

Information about the setting

Kings Nursery was registered in 2013 on the Early Years Register. It is situated in the centre of Blackburn, Lancashire and is managed by a registered charity. The nursery accommodates children two years and over from within the local area. Children under the age of two years are accommodated in the nursery's sister setting sited nearby. The two settings work very closely together under a single manager.

The provision is a bi-lingual nursery for children using British Sign Language, English or any other language. It operates from the converted premises adjacent to Kings Court. Children access an enclosed outdoor play area.

The nursery employs four members of childcare staff. Of these, one holds Early Years Professional Status and two hold appropriate early years qualifications at level 2. 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 there is a named deputy, who 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
- keep accurate daily records of the names of the children being cared for on the premises and their hours of attendance, so staff can safeguarded then in an emergency
- embed the key person system to ensure every child's care is tailored to meet their individual needs through the development of secure relationships with parents and children
- ensure spaces, furniture, equipment and toys are safe for children to use, with particular reference to ensuring the mop and bucket of dirty water are not accessible to children
- ensure all staff are completing precise assessments of children, including the mandatory progress check at age two. Use these effectively to plan suitable challenges that support children's individual learning needs and provide a stimulating environment targeting children's interests
- foster a culture of continuous improvement. Use self-evaluation, including 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**

The nursery has very recently introduced a new system for the observation of children and the assessment of what they can already do. New planning documentation has also been implemented to use the information gained from observation and assessment to plan challenging activities for all children. However, the system has not yet made sufficient impact on children's progress because staff are not carrying out precise and accurate assessments of what they can do. As a result, the activities planned for children are not meeting their learning needs in terms of challenge and interest. This means that children's progress is currently inadequate and they are not being prepared well for school.

Children access resources and activities across all areas of learning, arranged in specific areas. Many resources are stored away and children have free access to these and know where to find them. This gives them the chance to make some choices about their own play. The environment is not planned or enhanced to meet individual children's interests.

Children learn to share and take turns with their friends as staff use gentle reminders and praise them for kind behaviour. Communication skills are developed through song and rhyme as they choose a picture and discuss which song it represents before singing the song. All children learn to communicate and play using sign language and this works very well in practice as some staff are deaf and all others learn to sign. Children have many opportunities to draw, developing their early writing skills. They enjoy creating with play dough and learning through the textures. The nursery is currently learning about the body and children discuss bones with staff as they colour skeleton pictures. Staff introduce colour and number into everyday play and help children find the right letter to fit into their letter puzzle.

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

Children have recently been allocated a key person as staff have identified that there are gaps in children's care. However, this is not yet embedded in practice and children are not developing strong relationships and attachments with staff. This means that children's care is not yet being tailored to their individual needs. Risk assessments are in place and staff check the premises daily. However, risk assessments are not fully effective in identifying hazards to children. For example, a mop and a bucket of dirty water are fully accessible to children in the main playroom, which compromises children's safety. Children learn about keeping themselves safe as staff remind them to take care when using small tools, such as scissors.

Children's physical development is encouraged as they try big steps, baby steps and jumps as they move around the room. They play outdoors in a semi-enclosed area at the front of the building, which is made safe with additional fencing. The nursery offers well-balanced, nutritious meals, for instance, fish cakes and vegetables with strawberries and ice cream for dessert. Snacks include bagels and fresh fruit and water is available for children to drink at all times. Meals are prepared at the onsite cafe and the cooks are notified of dietary requirements daily. Children wash their hands before eating and staff talk to them about washing the germs away. This means that children can begin to learn about taking care of themselves and staying healthy.

The nursery works very closely with its sister setting across the road, which caters for children aged under two. The older children mix with the babies, for instance, during the first hour of the day or for dinner, which gives all children appropriate contact with children of other age groups and sometimes allows siblings to spend time together. This helps children when they move from one setting to another. However, sometimes the older children are in the baby room for at least half of the day and this is not meeting the needs of the older children as the baby room is not set up to provide challenging activities for them.

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 children. The inspection found that poor record keeping means that it has not been possible to establish if staffing ratios are always met and the times that children are in the care of the nursery. This means that children's safety is not ensured, particularly in an emergency. 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 to ensure children are fully safeguarded.

Staff and management have too little understanding about their responsibility to implement the statutory requirements. Children's individual needs are not sufficiently supported and their safety is compromised because the nursery does not currently have a named deputy, lead practitioner for behaviour management or special educational needs coordinator as required. Parents have regular discussions with staff regarding children's care and activities. However, the key person system has only just been reintroduced, which means that relationships with parents are less effective at gaining information to help tailor learning to their 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 when required.

The management ensures staff get the required training to meet statutory requirements, such as first aid and safeguarding to support children's welfare and safety. Self-evaluation is weak, although, recent developments in practice have been implemented, after identifying gaps in practice. However, the setting has not identified some of the weaknesses identified in the inspection and therefore, the monitoring and evaluation of the setting is not yet fully effective. For example, there is ineffective monitoring of staff practice to ensure that the children's care and learning is adequate. This has resulted in staff not observing or assessing children for several months and consequently, their progress is not being tracked to identify the areas where they may need more targeted support. Staff's continuing suitability to work with children is now being appraised, however, this is new and as yet has had insufficient impact on children. This means that children do not have enough opportunities and support to ensure they are ready to move on to school.

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	EY462274
Local authority	Blackburn
Inspection number	937368
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	11
Name of provider	East Lancashire Deaf Society Ltd
Date of previous inspection	not applicable
Telephone number	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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