

# Gloria's Day Nursery Ltd

35 West End, Ashwell, BALDOCK, Hertfordshire, SG7 5PH

## Inspection date

03/10/2013

Previous inspection date

17/02/2009

## 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

- Overall, staff demonstrate a limited understanding of the learning and development requirements, which results in poor monitoring of children's progress and limited development of their independence skills.
- There is no designated person to take responsibility for safeguarding and there is no record of the hours of children's attendance. Staffing ratios do not consistently meet the minimum required and the safeguarding policy is not consistently adhered to. A key person system is also not in place. Consequently, children are not well protected.
- Children's behaviour is dealt with inconsistently because staff threaten punishment if inappropriate behaviour continues. As a result, children do not have a sufficient understanding of appropriate ways to behave.
- Systems for self-evaluation are insufficient and do not identify ways to improve the service for children.

### It has the following strengths

- Children eat a range of healthy and nutritious snacks and meals and have regular opportunities for outside play. As a result, their physical development is sound.
- Partnerships with parents are sound because staff communicate on a regular basis and share information to support children's day to day care.

## 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 both main rooms and one of the outside areas of the day nursery.
- The inspector looked at a selection of the setting's documentation, including policies and a range of children's individual learning journals.
- The inspector carried out a joint observation with the manager during a group activity.
- The inspector spoke with the owner, deputy, staff and children at appropriate times throughout the inspection.

## Inspector

Jo Rowley

## **Full Report**

### **Information about the setting**

Gloria's Day Nursery was registered in 1995 and is on the Early Years Register. It is situated in a single storey building in Ashwell, Hertfordshire and is privately managed. The nursery serves the local area and surrounding villages and is accessible to all children. There are two enclosed areas available for outdoor play.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one member of staff with an early years degree.

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

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

- consider the individual needs, interests and stage of development of each child in the nursery and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- ensure that staffing arrangements, with regard to complying with minimum staff to child ratios at all times, meet the needs of all children at all times to ensure their safety
- ensure that there is a designated member of staff to take lead responsibility for safeguarding children
- ensure that all staff understand and adhere to the safeguarding policy, and procedures, to safeguard children
- ensure that the key person system supports children to make sure that their learning and care is tailored to meet their individual needs
- keep a record of the names of children being cared for on the premises and their hours of attendance
- implement a clear behaviour management policy and ensure that punishment is not threatened when children do not behave appropriately
- implement more thorough and focused self-evaluation to strengthen the links between identified priorities and plans to secure continuous improvement
- promote children's independence, with particular reference to allowing them to pour their own drinks and serve their own food at meal times.

**Inspection judgements**

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

Staff working with older children demonstrate a lack of understanding of the Statutory framework for the Early Years Foundation Stage. They do not demonstrate a knowledge or understanding of the value of providing children with a range of sufficiently challenging, or age-appropriate play. Some staff do not recognise their role in extending and enhancing children's learning. Throughout the nursery staff work together to plan a range of

activities and experiences to develop children's learning and development. However, staff complete infrequent observations of older children, which limits the opportunities to develop their next steps and incorporate these into future planning. As a result, appropriate activities are not observed and children's learning and development is not effectively promoted. For example, children enjoy a painting activity where they learn about colour mixing. They guess what the colours will make when mixed together and they create their own patterns in the paint. Consequently, children's next steps are not adequately promoted and their progress is not effective. Children are regularly asked what they would like to play with and when staff do join in with their choices they do not deliver the learning appropriately. For example, some children show an interest in some maths resources, however, the activities are not stimulating enough and the children are not sufficiently challenged.

Staff working with younger children demonstrate a more suitable knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. They are regularly observing children's progress in the prime areas of learning and encouraging their next steps through challenging activities and experiences. For example, as the children enjoy the trains, staff initiate further challenge by introducing push and pull techniques. Very young children are observed appropriately with staff using suitable guidance to look at children's ages and stages of development to further promote their next steps. Older children are not consistently engaged in the activities provided, although, there is a wide range of resources. Their communication and language skills are not effectively encouraged by all members of staff. For example, although the setting suggests a regularly planned phonetic activity this is not delivered consistently. Additionally, children do not have opportunities to recognise their names or practise their writing skills because, for example, they are not encouraged to write their names on their artwork. As a result, children's readiness for school is not fully promoted.

Younger children make choices about their play because resources are accessible and stored appropriately for their ages- and- stages of development and they have regular free-play opportunities, which encourages them further. For example, they choose dressing-up clothes, which promotes their imaginations as they try on different outfits in their play. Parents are encouraged to support staff in the settling-in process for their children. They are welcomed into the setting for as long as they need to ensure that their children feel secure and they are encouraged to share what they know about their children. For example, recently the staff have introduced 'home diaries', which are designed to promote communication between staff and parents and these are being used well by both. Furthermore, parents are informed of their children's progress through regular discussions and opportunities to read their individual development plans on a regular basis. As a result, partnerships with parents are sound.

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

Older children's behaviour is not consistently managed or promoted in line with the setting's policies and procedures. For example, if children behave inappropriately towards another child or adult, such as, biting or hitting, they are threatened with sitting in a

particular area of the two to five year old room. As a result, children's behaviour is not suitably managed and this is a failure to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Younger children are reminded to be gentle with each other, including much younger children. Staff use distraction techniques for the youngest children and this works well to ensure that children learn appropriately and according to their age and stage of development.

The key person system for the younger age group is sound. Babies and very young children are forming bonds and attachments with their key persons and peers. The staff know children well and there is limited movement between rooms to ensure that children feel secure. Older children have friendly relationships with key staff although some staff know very little about their key children and this impacts on their learning and development overall. As a result, the key person system for older children is not effectively embedded. Staff work closely with parents to ensure that they have all relevant information about children's care needs. All children have access to fresh air and exercise as they regularly use the outside areas. Children have opportunities to mix with children of different ages as both age groups use the outside areas together on occasions. This supports children's social skills and promotes opportunities for siblings and friends to play together. They are encouraged to share resources and take turns as, for example, they climb on the frame or roll hoops to each other. Additionally, children's imaginations are encouraged as some staff join in with their play to create an ice cream shop where children make their favourite flavours.

Children's personal, social and emotional development is sound, as they are generally praised for the efforts they make. For example, during a group activity older children are applauded by staff for good working out when building a train track. Additionally, younger children are encouraged through consistent praise, for example, when taking their first steps or when trying to feed themselves. Older children manage their own personal hygiene as they visit the toilet and are encouraged to hand wash at the table. Younger children are supported with this as staff ensure that their hands are clean before snacks and meals. The older age group choose a child to be the daily helper to count the number of children for snacks and meals, hand cutlery out and pour the mid-morning drink. The helper also helps to clear away after their meal. However, children do not have opportunities to serve themselves with their meals as staff serve all food on individual plates and pour out lunch time drinks. As a result, children's independence is not fully encouraged.

All children learn about their own safety as staff remind them about not running inside the nursery. Additionally, they are prompted to wait for their friends to have their turn on the climbing frame so that they don't get hurt. Children eat a range of food, which is prepared and cooked on site by the manager. The children are offered a range of hot and cold meals to ensure that they have a variety. The children learn about healthy lifestyles as they have regular access to fresh air and exercise and have access to drinking water throughout the day. Children's transitions from home to nursery are sound and effective settling-in procedures promote this, along with parental support to ensure that children's care needs are met.

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

Children are not effectively safeguarded because staff do not demonstrate a sufficient knowledge and understanding of the safeguarding and welfare requirements and there are inconsistencies in staffing practice. For example, staff arrangements at the beginning of the day do not consistently comply with the minimum staff-to-child ratios. As a result, staffing arrangements are not met and this is a failure to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Staff have all completed basic safeguarding training to promote their awareness of the necessary steps to keep children safe and well. However, no member of staff takes the lead responsibility for safeguarding children at the nursery. Consequently, if safeguarding concerns arise there is nobody suitably trained and designated to support staff and children. This is a failure to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Additionally, some staff do not adhere to nappy changing routines in the older room. Consequently, the safeguarding policy is not consistently adhered to.

Regular risk assessments are completed, both inside and outside, to ensure that children are cared for in a safe environment. However, systems for recording children's hours of attendance at the setting are insufficient. A daily wipe clean board is used to record times of arrival and this is cleaned at the end of the day. Therefore, no ongoing record is kept of children's hours of attendance and this affects their safety, in the event of a concern arising. This is a failure to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Regular one-to-one meetings and yearly appraisals for each member of staff are organised with the nursery manager. However, inadequate leadership and management means that the quality of teaching is not effectively observed or monitored and this leads to weaknesses in children's learning. Staff induction is sound with new staff encouraged to work closely with a mentor within the setting to ensure that they are supported and encouraged in developing a sound knowledge of the nursery's procedures.

Self-evaluation is weak and has too little impact on the setting because management do not monitor staff practice. As a result, plans to secure improvement are not organised. The views of parents and children are considered through questionnaires and discussions, continuous improvement is not effectively promoted. This means that priorities for improvement are not recognised and, therefore, areas of weakness are not improved. Relationships with parents, carers and others are sound. Relationships with other providers of the Statutory framework for the Early Years Foundation Stage are in place to ensure that basic levels of information are shared before children move on to school or when they attend other settings. For example, the nursery share information with other settings to promote consistency of children's learning and development.

## 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>	146858
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	936202
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Gloria's Day Nursery Ltd
<b>Date of previous inspection</b>	17/02/2009
<b>Telephone number</b>	01462 742219

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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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