

# Sherwood Childcare Edwinstowe

C/O Sherwood Children's Centre, King Edwin Primary School, Fourth Avenue, Edwinstowe, MANSFIELD, Nottinghamshire, NG21 9NS

<b>Inspection date</b>	05/11/2013
Previous inspection date	28/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The settings safeguarding children policy does not contain the correct telephone numbers to enable staff to refer concerns regarding adults or children to the appropriate agencies. In addition, practitioners do not consistently adhere to the procedure for using mobile telephones when children are present.
- Children's safety is at risk because staff who take children to school do not have a current paediatric first-aid certificate.
- The provider does not have a named deputy who is capable and qualified to take charge of the setting in her absence. Also, not all records required for the safe and efficient management of the provision are easily accessible and available.
- Partnerships with parents and the schools where children spend most of their time are not effective. This means that staff cannot fully complement and balance children's learning experiences with those they receive elsewhere. In addition, activities planned for the early years children do not always take into account the different ways that children learn.

### It has the following strengths

- Children know the routine and get along with their peers well.

## 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 observed children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a range of documentation.
- The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

## Inspector

Joanne Gray

## **Full report**

### **Information about the setting**

Sherwood Childcare Edwinstowe was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a single storey building in the grounds of King Edwin primary school, Edwinstowe in north Nottinghamshire. It is one of three settings managed by the same owner.

The setting employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, two have qualifications at level 3 and two have qualifications at level 2. It opens from 7.30am to 9am and 3pm to 6pm term time only and during the school holidays is open between 7.30am to 6pm. The setting is closed during all public bank holidays and for two weeks over the Christmas holiday period. There are currently 82 children attending, of whom seven are in the early years age group. The setting supports children with special educational needs and/or disabilities.

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

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

- improve staff's understanding of the characteristics of effective teaching and learning in order to provide challenging and enjoyable experiences for the younger children
- ensure the safeguarding policy contains the correct contact numbers for advice and referral of concerns and that staff consistently adhere to the policy, with particular regard to the use of mobile telephones
- ensure that at least one person with a current paediatric first-aid certificate accompanies children on outings
- ensure that all information and records are easily accessible and available for inspection at anytime, with particular regard to staff records
- ensure there is a named deputy who is able to take charge in the absence of the manager
- ensure a key person is assigned to each child in the early years age range, in order to ensure their care is tailored to meet children's individual needs
- improve strategies for partnership working with parents and feeder schools in order to complement and further the learning children receive elsewhere.

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

Staff's understanding of how younger children learn through play and first-hand experiences is inadequate. For example, they provide worksheets and ask them to colour in a number of objects instead of counting real objects. Also expressive art and design activities do not encourage children to develop their own ideas and there are limited resources available for them to combine materials and be creative. Therefore, they are not motivated to learn and quickly lose interest in the activities offered.

Effective strategies are not in place to share information about individual children's learning and development with teachers in the schools where they spend most of their time. This means that staff are not planning activities to complement and further children's learning in the setting. Some information is collected from parents before younger children start in the setting, however, this mainly relates to children's care needs,

and not their learning and development. As a result, staff are not aware of what children can already do in order to support the learning further. Younger children are not assigned a key person, therefore, no one takes responsibility for observing them, planning activities for them, or liaising with their parents about their learning and development. Therefore, younger children, particularly those with special educational needs and/or disabilities, are not fully supported to make the best progress in their learning.

Children can access a range of activities freely and particularly enjoy playing together in the home corner. Staff help children to put on dressing-up clothes and extend their imaginative skills by talking to them about the characters they are pretending to be. Staff sometimes ask children open-ended questions and give younger children plenty of time to respond, which extends their language skills appropriately. For example, when painting they ask children 'What else can you see in the sky?' Older children enjoy hosting 'cafe nights' where they pretend to be waiters and write their own menus for tea. Younger children enjoy helping to take the 'orders' and are learning about writing for a purpose as they make marks on their order pads.

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

There is no key person system in place in the setting so younger children are not developing firm attachments with particular staff. This also means that parents do not have one person to liaise with and are not being encouraged to share regular information about their child's needs. Some information is gained from parents before children start and they know their peers well, so they are generally happy and settled in the setting. However, this is a false sense of security because they are not kept safe on outings and safeguarding procedures are not robust.

Children develop independence because staff give them time to put on their own aprons when they take part in creative activities, and their coats when they go outside. Children take themselves to the toilet and wash their own hands afterwards. They are learning to be active and understand the benefits of physical exercise because they have regular opportunities to play outside. For example, they enjoy a game of football or racing with each other across the large playground. Children behave reasonably and are learning to keep themselves safe because staff ask them to remember the setting's rules. For example, they remind children to let everyone join in their games and ask them not to run around inside. Staff also play board games with children so they are learning to share and take turns. Meals and snacks provided in the nursery are reasonably healthy, therefore, children are learning about the importance of a healthy diet. In addition, hygiene standards in the kitchen have recently been awarded five stars by the local environmental health department.

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

The leadership and management of the setting is inadequate. Poor reflection of practice by the manager has led to a failure to meet several of the requirements of the Statutory framework for the Early Years Foundation Stage, and this has a negative impact on the children's safety and well-being. Children's safety is compromised because staff who take them to school do not hold a current paediatric first-aid certificate and so do not have the up-to-date knowledge to act appropriately should children have an accident or become ill. Also, the settings safeguarding policy has not been updated with the new referral numbers for the Multi Agency Safeguarding Hub. Therefore, staff are unable to contact them for advice or to make referrals if they have concerns about children or other members of staff. The safeguarding policy does contain information about the use of mobile phones and cameras in the setting. However, not all staff adhere to this and continue to use their mobile phone in the setting, which potentially compromises the children's safety. In addition, the setting does not have a named deputy, which means there is no one suitable to stand in and take charge if the manager is absent.

The manager has appropriate systems in place to ensure those working with children are suitable to do so. For example, she gains references and completes Disclosure and Barring Service checks on all staff. In addition, those staff who are waiting for clearance are supervised at all times. The manager also carries out induction with new staff so they understand their roles and responsibilities from the start and holds appraisal and supervision meetings to check their ongoing suitability. However, staff records are not kept on the premises so they cannot be verified during the inspection. The manager works alongside staff so she monitors their practice and targets areas for improvement. However, she does not fully understand how early years children learn through play and first-hand experiences, so sometimes improvement is not targeted effectively. Staff access some training opportunities because the manager signposts them to the courses available and pays for them to attend.

Partnerships with others are inadequate. This is because staff do not gain enough information from parents or the schools where children spend most of their time to ensure the individual needs of children are identified and met. However, parents spoken to during the inspection say their children enjoy coming to the club and that they are happy with the care provided by the friendly staff. Parents and children are sometimes consulted about ways to improve the setting and their views are used to action changes. For example, the manager is planning to provide photographs and name badges so parents know the names of new staff.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY407306
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	939543
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Sherwood Childcare Options Ltd
<b>Date of previous inspection</b>	28/07/2010
<b>Telephone number</b>	07868 323345

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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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