

Barbara's Private Day Nursery

Crossley Hall, Crossley Hill, Halifax, West Yorkshire, HX3 0PL

Inspection date

15/11/2013

Previous inspection date

18/02/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and behave well because staff praise children for their efforts.
- Children with special educational needs and/or disabilities are making progress because staff provide targeted, effective learning opportunities
- Staff's knowledge of safeguarding practices ensure children are safe and secure in the nursery.

It is not yet good because

- Staff do not effectively use the information gained from parents about their child's development when they start, resulting in a lack of effective developmental starting points being in place to promote accurate assessments of their progress.
- Staff supervision is not fully effective. As a result, there are inconsistencies in the quality of teaching which result in more able children not always being sufficiently challenged and stimulated by the activities provided.
- Signs and symbols are not used to their best effect to support children's learning.
- Self-evaluation does not include a clear improvement to plan that takes into account the quality of teaching and learning as well as the views of staff, children and parents.

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 made observations of all age groups inside and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector observed staff's interactions with children.
- The inspector talked with the owner, staff, children and a parent during the inspection and fed back at convenient times throughout the inspection.
- The inspector sampled a range of documents including children's learning diaries.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Michala Balsham

Full report

Information about the setting

Barbara's Private Day Nursery was registered in 1996 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in a large detached house in the Crossley Hill area of Halifax. Children are cared for over three floors of the house, with the lower floor offering a soft play area and ball pool. There is an area to the side and the rear of the nursery available for outdoor play.

The nursery serves the local area and is accessible to all children. Children attend for a variety of sessions. It also provides out of school care. There are currently 46 children on role, of these 36 children are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 7am until 6pm. There are currently 11 members of staff, all of whom have early years qualifications to at least a level 2. Eight staff hold a level 3 qualification and the manager has a level 4 qualification.

What the setting needs to do to improve further

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

- improve the use of the information gathered from parents when they start nursery. Ensure what parents know about their child's development is used effectively to strengthen baseline assessment so children's starting points can be clearly identified and used to monitor their progress
- improve the quality of teaching by; providing appropriate arrangements for the supervision of staff to help them continuously improve their practice; monitoring how planned activities are used to provide more able children with sufficient challenge to ensure they make good progress in all areas of learning
- implement a two-year-old progress check on all children aged between 24 and 36 months to; identify what children can do and areas where additional intervention may be needed to ensure children make good progress in relation to their starting points; provide parents with a written summary so they can help support their learning at home.

To further improve the quality of the early years provision the provider should:

- review how children are supported to develop their interest in signs, symbols and numbers, by ensuring displays are at children height that staff can encourage their interest and use them to extend children's learning
- improve arrangements for self-evaluation to ensure that there is a clear improvement plan that takes into account the quality of teaching and learning as well as the views of staff, children and parents.

Inspection judgements

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

The children arrive happily and are eager to start the day's activities. They are cared for in age-grouped rooms to support the children's development across the prime and specific areas. For example, babies and toddlers have crawling space, sensory area and low-level storage which allow them to explore the toys and equipment easily and safely. Downstairs older children have access their own rooms. These rooms offer opportunities to explore activities across the seven areas of learning offering a range of age appropriate resources which promote children's interest. Children engage in imaginative role play with adults who support their play appropriately. They take part in painting activities that help develop their hand-to-eye coordination skills, such as rolling paint covered marbles around in a

tray. However, staff do not exploit this as a teaching opportunity for more able children to practise their early writing skills. The sensory room offers children time to relax and listen to the rainforest sounds played. A large ball pool area is on the lower level which children can dive into and practise climbing on the soft equipment. All the children enjoy this type of play and it is especially beneficial to the children with special educational needs and/or disabilities. However, because all children are taken to the sensory room together, staff do not make use of the teaching opportunities and other activities that have been planned to support individual children's next steps in learning. As a result, more able children are not sufficiently challenged and stimulated by the activities provided to ensure they make good progress. Children can also access two outdoor play areas where they can experience further physical activities using outdoor resources.

Staff build on children's interests. For example, children enjoyed building a balancing beam. Staff questioned and encouraged children to think about how the balance beam fitted together, building confidence and encouraging critical thinking. Staff promote language development with all children by singing to them, echoing their attempts at speech, engaging with facial expressions and modelling spoken language to children. Children with hearing impairments who use sign language are supported well. Staff use sign language to facilitate communication and they make reference to sign language symbols displayed around the room. However, these symbols and other displays and examples of words and numerals are displayed out of children's line of sight so children do not benefit from learning what they represent or that print carries meaning.

Staff establish strong relationships with all parents and carers and gain information about what the children can do. However, staff do not effectively use this information to identify effective developmental starting points for all children. As a result, assessment does not always provide an accurate picture of all children's levels of achievement. Parents receive verbal feedback on a daily basis about their children's learning. Staff continuously observe and assess children and use these observations to gain an understanding of how the children are developing. This means they can help children develop the basic skills and attitudes they need to prepare them for school and the next stage in learning. Children with special educational needs and/or disabilities receive well-targeted levels of support as staff use individual education plans to close any gaps in their learning. Regular meetings are held with parents to evaluate the progress of these children and update their targets. The information in the children's learning files demonstrate where children are making progress and staff inform parents of how children are developing. However, this information is not used to complete the progress check at age two. As a result, parents are not all provided with an accurate summary of their children's progress and learning. This means all parents are not fully involved in their children's learning, and not all children's progress is fully monitored to identify and address any gaps in their learning.

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

Children are happy and are developing display good levels of confidence. They form warm, responsive relationships with all of the staff caring for them. Each child has a key person who works closely with parents to ensure children's individual needs are met. Key persons

are careful to implement care plans so that children with special educational needs and/or disabilities receive appropriate levels of individual support to ensure their inclusion. Parents appreciate the relationships they develop with their child's key person and are pleased with the care their children receive. Parent's report that they appreciate the supportive advice and information the staff share with them and are pleased with the progress their child is making. Staff join in with children's play and they show children how to use resources appropriately and generally support learning. They focus on promoting the prime areas of learning, without always targeting the capabilities of more able children to ensure they make good progress in all areas of learning. Children seek staff out for comfort in the form of a cuddle, which reassures the children and they are then ready to continue in their play.

Staff keep children safe by ensuring they are helped up and down stairs in an appropriate manner. They encourage children to hold on to hand rails and ensure they only guide a few children up and down the stairs. Therefore, children are learning to understand how to manage risk as they move around the setting. Snack and mealtimes are a social experience, where children are encouraged to develop independence skills. Children are provided with a menu of fruit and can choose from milk or water to drink. They are encouraged to pour their own drinks and chop their own fruit. Children who have allergies and food intolerances are catered for to ensure that their individual needs are met. There are reasonable practices in place for children to be hygienic and they are encouraged to wash hands before lunch. Children are provided with generous portions at mealtimes. Children are encouraged to feed themselves and use good manners. They clear away their own plates and cups when they are finished. Consequently, they are confident and capable of managing their own care needs and are prepared for the transition to school.

Children and parents have a settling-in phase which allows parents to gradually leave children for extended periods and ensure they are happy and settled. Children are emotionally prepared for transitions between rooms, as some members of staff work with all children so they become familiar to them. Children mix with children from other rooms as they have opportunity to come together at various times throughout the day, such as lunchtime. Staff praise children consistently as they listen and follow their instructions. Behaviour is well managed through consistent approaches applied by staff. Staff know each individual child well including their personalities, which supports the behaviour management of each child. Children are eager to demonstrate good behaviour so they are rewarded with a star on the behaviour chart.

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

All staff have a sound understanding of their responsibilities to safeguard children's welfare. The owner and manager have attended specialised training to enable them to take a safeguarding lead role within the nursery. All staff are able to identify possible signs of abuse and know the procedures to follow and the agencies to contact if required. Appropriate recruitment and induction procedures are in place for all staff. The manager maintains and updates the record of all staff Disclosure and Barring Service checks. Daily

safety checks are completed by staff. All staff are aware of safety processes to remove or report broken toys, furniture or fixtures. Security at the nursery is managed adequately and no child can leave unseen, as only adults operate the main door. Staff follow security procedures and meet parents and visitors at the door as they ring the bell. Children are only released to familiar parents and carers. Any visitors' identification is checked before they are allowed to enter.

Staff have regular staff meetings where issues, concerns and practice are discussed, although this does not always address inconsistencies in the way children's next steps in learning are supported. Staff appraisals are provided for all staff to evaluate staff personal effectiveness and discuss training. Some staff are accessing formal training to gain qualifications to develop the quality of teaching. However, all staff do not always attend the training that has been identified. There are no ongoing supervision arrangements in place for staff, so they do not have the opportunity to be coached, supported or discuss sensitive issues in private.

Staff develop professional relationships with parents and support them well in times of need. Children with special educational needs and/or disabilities are well supported through staff liaising closely with parents and working with a range of multi-professionals to identify and effectively support children's needs. Self- evaluation provides an overview of the setting's strengths and weaknesses and how these are addressed. However, self-evaluation is not fully embedded, so weaknesses in teaching and learning are not identified or take into account the views of the staff, parents and children.

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

Unique reference number	303689
Local authority	Calderdale
Inspection number	818693
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	43
Number of children on roll	46
Name of provider	Barbara Booth
Date of previous inspection	18/02/2010
Telephone number	01422 368424

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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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