

My Nursery

Conduit Lane, GRANTHAM, Lincolnshire, NG31 6PB

Inspection date	08/11/2013
Previous inspection date	06/09/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		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 who have not had a Disclosure and Barring Service check are allowed to care for children unsupervised. This means children are not fully safeguarded.
- Children's health is compromised as staff use anti-bacterial cleaner in close proximity to them and they all share the same hand towel in the pre-school room.
- Staff do not always manage children's behaviour appropriately which leads to variable behaviour across the nursery.
- The systems used by the manager to reflect on practice are not sufficiently robust enough to ensure all areas for improvement are identified.
- Teaching is variable because the organisation of time, space and resources in the pre-school room limits opportunities for children to choose what they would like to do and develop their independence. This means that not all children's individual learning needs are met.

It has the following strengths

- Staff are kind and caring with all children and they have good relationships with them.
- Staff work well in partnership with parents and carers and outside agencies and this is positive.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three rooms and the outside learning environment.
- The inspector held meetings with the manager and owner of the provision and representatives from the local authority.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and viewed a sample of recruitment documentation.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Clare Johnson

Full report

Information about the setting

My Nursery registered in 2011. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is one of two nurseries owned by the provider. The nursery is located close to the town centre of Grantham in Lincolnshire and serves the local and wider community. It opens each weekday throughout the year from 7.30am to 6pm, except on bank holidays. Children attend for a variety of sessions. The nursery operates from a two-storey building and a converted barn and children are cared for in three main rooms and have access to an enclosed outdoor play area.

There are currently a total of 99 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently 17 staff working directly with the children, of whom 16 have an appropriate early years qualification. Two of the staff are working towards qualifications at level 6 and the manager has Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure people whose suitability has not been checked, including through a Disclosure and Barring Service check, do not have unsupervised contact with children being cared for
- review the current risk assessment to ensure children's health and safety is protected with regard to using hazardous cleaning products in close proximity to children
- ensure that staff in the pre-school room consider the individual needs and interests of each child in their care to plan a challenging and enjoyable experience for each child in all the areas of learning and development with opportunities to develop their independence and to meet all of their individual learning needs.

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

- develop staff's knowledge and understanding of appropriate behaviour management techniques to promote children's understanding of expected behaviour.

Inspection judgements

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

Most children are making good progress overall in their learning and development based on their starting points and age and stage of development. Staff implement a system of planning and assessment, which ensures most children's needs are met and they are making progress. Staff plan the environment and activities to give children interest across the seven areas of learning and most have a secure understanding of the Early Years Foundation Stage and how young children learn. Staff do know the children well and encourage parents to share what they know their child can do at home. They assess where they are in relation to the developmental bands in Early Years Outcomes and plan for how they will support children to make progress in their learning and development. On the whole this is effective, however, in the pre-school room some staff less confident and this results in variable teaching practice. A lack of organisation of daily routines, such as snack time has an impact on children's learning and development in the pre-school room.

Staff create an enabling environment for the children where they can choose from the many, freely accessible resources. This happens more frequently in the baby and toddler rooms than in the pre-school room as children have less time to enjoy free play. There are many examples of children's work on display on the walls across the nursery, which fosters children's sense of belonging as they feel their work is valued. Children have access to the outside area and they enjoy the opportunity to get some fresh air and exercise. Some children access the outside area more than others and because the pre-school children all go outside at the same time and this limits choice in their play. They also have opportunities for physical play indoors. Children in the pre-school room enjoy a game where they form a circle and each child gets a turn to choose another child to be the next character in the song. This is a fun, physical game and staff encourage children to sing and have a go if they are feeling unsure. Children are displaying the characteristics of effective learning as they actively join in and are all encouraged to share their ideas. Staff praise children's efforts, which boosts their confidence and makes them feel good about themselves. As a result, their development is promoted.

In the toddler room children approach a staff member with a book they have found and asks her to read it to them. She obliges and they enjoy this spontaneous sharing of the book. The children sit comfortably with the staff member and they read the story together. It is a book about bonfire night and this stimulates many questions from the children, which she answers, but also encourages discussion and gets children to think for themselves. As a result, they are developing their communication and language and early literacy skills. Children in the toddler room enjoy a sticking activity. They confidently inform the inspector what they are doing and that they are making a picture for each of their family members. They play and explore with the various materials available and they are actively learning as they are engaged in the activity for a prolonged period of time. Children create and think critically as they has the freedom to choose their own designs and as many of them as they wish. Staff praise their efforts and this fosters their self-esteem. Overall, children are appropriately gaining the skills necessary for the next stage in their learning.

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

Close attachments are formed between children and their key person. However, this is a false sense of security as on occasions staff awaiting checks are left unsupervised because systems are not robust enough. Staff spend time getting to know each child well and this has a positive impact on children's self-esteem and sense of belonging. They gather good information from parents who contribute to their children's time at nursery as they are engaged by staff who care about them as well as the children. Staff are kind and caring towards children, which results in them feeling safe and secure in the setting. Transitions into the nursery and between rooms are managed well with the focus being on the children's well-being. Staff deployment is good and ensures children are kept safe as well as being supported in their learning and development. Children mostly behave well in the nursery and they learn from staff who are generally good role models. However, on occasion staff do not manage children's behaviour appropriately, for example, children are told to stop being silly instead of receiving an explanation of why their behaviour is unacceptable. Mostly children play alongside each other harmoniously. They share and take turns and understand the rules and routines of the nursery. In the baby and toddler rooms, children have many opportunities to develop their independence. However, there are fewer opportunities for children in the pre-school room to develop their independence, such as serving their snack or pouring their drinks.

Organisation is good in the baby and toddler rooms. However, in the pre-school room it is less well organised. For example, at snack time all 24 children go to the toilet at the same time, which means the bathroom area becomes crowded. As a result, children cannot thoroughly wash their hands after visiting the toilet and staff cannot monitor this effectively due to the high volume of children. After snack all of the children are asked to sit and listen to a story. Some of them do not want to and so become restless, which has an impact on those children who do. There is a good standard of cleanliness in the nursery; however, staff inappropriately clean the tables for snack with anti-bacterial spray cleaner while children are sitting at the table. This makes them cough as they inhale the cleaning product and rub their hands in it on the table. This compromises children's health. Children's health is affected further as all of the children and adults in the pre-school room share the same hand towel to dry their hands after visiting the toilet. This is unhygienic and could lead to cross-infection. In the toddler room, each child has their own flannel and this promotes their hygiene well. Again the practice is variable across the nursery and this means that all children are not getting the same level of care. Children enjoy healthy, home cooked food while they are at nursery. They also have the option of bringing food from home and practitioners encourage parents to provide healthy and nutritious foods. Staff have a good understanding of any allergies children may have and communicate well to ensure this information is used to protect children.

Babies are cared for in a warm and welcoming, homely environment. The atmosphere is calm and relaxed and this promotes babies' development. They form close bonds with their key person and this helps to foster their sense of belonging and security. Staff interact sensitively with babies and they share many happy moments where they enjoy cuddles and tickles, which make the babies smile. Staff demonstrate they know the babies

well. They confidently tell the inspector about babies differing needs and abilities and how they support them. A baby shows an interest in a book. The baby picks the book up and says 'book'. The staff member praises this and encourages the baby to repeat the word. They then enjoy looking through the book together and pointing to the pictures. This time they share together fosters the baby's personal, social and emotional development and gives them the confidence to have a go and persevere with a task while supporting early literacy skills.

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

The inspection was prioritised by Ofsted following information that staff congregated at the nursery prior to a social event. However, the inspection found that there were no safety issues regarding this as no children were present at the time. The manager and owner work together in partnership to manage the nursery. They both have a strong desire to provide a quality early years setting and a strong commitment to continuous improvement. However, as a result of recent expansion to the nursery in numbers of children and staff, the leadership and management has not been sufficiently robust. Gaps in recruitment procedures has allowed a member of staff to have unsupervised contact with children before her Disclosure and Barring Service check has been undertaken. This puts children at risk. The environment is safe as staff conduct risk assessments to minimise any hazards and they are vigilant in their supervision of children, which keeps them safe. However, use of cleaning products has not been thoroughly assessed to ensure children's good health. Staff respond quickly to accidents and appropriately in a caring manner, offering cuddles and comfort. As a result, children are well cared for when they have unavoidable accidents.

The manager observes staff on an informal basis and feeds back to them on the quality of their practice through regular reviews. She has implemented a good system of staff supervision. New staff have a thorough induction and then a formal review when they have been working at the setting for three months. Staff have ongoing supervision every six months. These reviews give staff the opportunity to request training and discuss their performance. Continuous professional development is important to the manager and owner and staff are encouraged to attend regular training. As a result, staff feel supported in their roles and this has a positive impact on the care and teaching they give to the children. The manager has a good overview of the nursery; however, due to the informal nature of the monitoring and evaluation, things sometimes get missed, such as the variable teaching practice. The manager and owner do reflect on their practice and identify areas for improvement; however, the systems for self-evaluation are informal and not sharply focused enough to ensure all areas for improvement are identified.

The partnerships with parents and carers and agencies are a strength of this nursery. Parents speak highly of the nursery. They comment on how well the staff communicate with them and how their children have developed since they started attending the nursery. Staff welcome support from external agencies, such as the local authority advisors and social care staff. They involve parents in all aspects of the provision and are looking for ways to enhance this further.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory 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	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	EY423021
Local authority	Lincolnshire
Inspection number	942055
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	99
Name of provider	My Nursery (UK) Limited
Date of previous inspection	06/09/2011
Telephone number	01476 592904

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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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