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Rowley Village Nursery
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Our Reference EY268626

Dear Mr Pranay Paw

Outcome of monitoring visit for provision judged as inadequate

An Ofsted inspector, Kamaljit Kaur Jandu, carried out a monitoring visit of your provision on 12/11/2013. This visit follows on from your inspection where the provision was judged to be inadequate.

Outcome of the visit

As a result of our inspection on 11/07/2013, we sent you a welfare requirements notice.

The welfare requirements notice asked you to: ensure the behaviour management policy includes strategies that are appropriate to the age and stage of the child, in order to help them to learn how to manage their feelings and behaviour; ensure neither the policy or practice includes any strategy which could adversely affect a child's well-being, and ensure staff: child ratio requirements are met, in order to meet the needs of all children at all times.

We also sent you a notice of action to improve which asked you to: ensure staff have appropriate skills and knowledge and a clear understanding of their roles and responsibilities with specific reference to the characteristics of effective teaching and learning, in order to provide children with challenging and motivating learning experiences; improve arrangements for the supervision of staff to ensure they receive effective support, coaching and training so that they have the skills, understanding and knowledge to undertake their roles and responsibilities effectively; establish a regular two-way flow of information with parents, and between providers, to ensure the needs of all children are met, and ensure the key person role is effective in order to ensure that every child's learning and care is tailored to meet their individual needs.

The additional action that you were required to take to improve related to the learning and development aspects of care for children. We asked you to: ensure the delivery of the educational programmes focuses on the prime areas of learning and is

informed by on-going observations, assessments and children's next steps in learning, in order to support children to make good progress towards the early learning goals.

Having considered all the evidence, the inspector is of the opinion that at this time the setting is making satisfactory improvement overall.

Overall effectiveness of the improvement and outcomes for children

A monitoring visit took place on 19 August 2013. The provider has reviewed and updated the behaviour management policy to ensure it includes strategies that are appropriate to the age and stage of the child, in order to help them to learn how to manage their feelings and behaviour. Staff have attended a workshop to discuss the new policy and behaviour was observed to be managed well.

Although most staff are well qualified, they do not demonstrate that they have the appropriate skills and knowledge or a clear understanding of their roles and responsibilities with specific reference to the characteristics of effective teaching and learning, in order to provide children with challenging and motivating learning experiences. They do not plan effectively for all children. Whilst some children were observed to be engaged in an appropriate activity and fully supported by a staff member, other children wander around not engaging in challenging and motivating activities, this is not noticed by staff present.

A key person system is in place, and staff know their key children well, however they do not use this knowledge about a child to make sure every child is fully supported to make progress, and every child's learning and care is not yet tailored to meet their individual needs. Staff are not clear about the systems they have in place for planning and therefore do not use these effectively. Staff are unclear of some of the terms used in the planning document and have made no attempt to find out what these mean.

Children do not clearly understand what is expected of them, for example children help to tidy up, but then are not clear about getting ready to wash their hands and going to the bathroom in an orderly manner. Hand washing routines before lunch are chaotic and not well organised. Staff make little attempt to ensure children learn good behaviours and routines at this time.

During mealtimes, children are not encouraged to develop their social skills or language skills. The layout of tables at lunchtime do not facilitate opportunities for children to fully converse with each other and staff make little attempt to talk to children about the food they are eating. Children use cutlery incorrectly and on occasion unsafely. Children are not taught about hygiene when they drop their cutlery on the floor, they are given clean cutlery without any conversation about why they should not use the cutlery from the floor. Food is served to children before they have sat down and they are not given any opportunities to engage in this task themselves. This means that a rich learning opportunity is not well used. Instead

mealtimes are very functional and not a learning opportunity.

A new supervision system has been devised for staff and will include effective support, coaching and training so that they have the skills, understanding and knowledge to undertake their roles and responsibilities effectively. Supervision meetings have not yet been undertaken but are planned for the next two weeks. The registered person or his representative will be involved in these sessions in order to ensure they are completed effectively, that staff are well supported and action taken if duties are not fulfilled effectively.

The registered person has written to parents regarding the recent inspection judgement and informing them of the improvements they plan to make. A home learning diary system is in place and is to be revamped to make it more user-friendly and to obtain more parent participation in the setting. A parent panel is being set up to get parents more involved and obtain their views, and a dedicated parent log in site has been added to the website to help parents access information about the nursery.

A second monitoring visit took place on 12 November 2013. The provider has identified a co-ordinator for behaviour management and children's behaviour is managed well. Adult child ratios are met and often exceeded.

Staff are being supported by external agencies to develop their knowledge of the characteristics of effective teaching and learning, in order to provide children with challenging and motivating learning experiences. They are beginning to plan effectively for all children and take into consideration what a child needs to do next to make progress. This is in its early stages and is not yet fully embedded. Although a key person system is in place, and staff know their key children well, they do not use this knowledge to make sure every child's learning and care is tailored to meet their individual needs. Whilst some children were observed to be engaged in an appropriate activity and fully supported by a staff member, other children are not meaningfully occupied or supported effectively by staff.

Although the mealtime routine has been changed since the last visit by Ofsted, this has not improved outcomes for children. The layout of tables at lunchtime has been altered so that children can converse with each other, however staff still make little attempt to talk to the children about the food they are eating, or to encourage children to develop their social skills or language skills. Although children are now encouraged to serve their own food, they are given an adult sized serving spoon to use, and some children cannot manage this. All other children have to wait until each child has served themselves, staff have not thought to prepare more bowls of food so that there is not a long wait from one end of the table to the other. Although there are more than enough staff available at this time, most do not engage with the children but are either involved in other tasks or stand and watch. Staff who do not have a task to fulfil do not take the initiative to sit with the children and support or interact with them. This means that the rich learning opportunity is still not well utilised, and that mealtimes continue to be very functional.

The supervision system has now been implemented and staff have had a supervision session which includes support, coaching and training so that they have the skills, understanding and knowledge to undertake their roles and responsibilities effectively. The registered person plans to evaluate this and then formulate an action plan to identify the area they need to develop in, this is in its early stages.

The home learning diary system is now in place and is working well with most parents. The Parent Panel has been set up, parents are now more involved and systems to obtain their views are in place. Home learning bags have been put in place so that parents can take activities home to support their child in the activities they undertake at nursery. This is helping parents to participate more in the setting.

Although the setting has made some progress in meeting some of the actions raised at the inspection, some of the progress is limited, and this visit has raised serious concerns about these aspects of care, learning and development. The next visit will be a further monitoring visit.

Next steps

Having considered all the evidence the inspector is of the opinion that at this time:

- The setting has made satisfactory progress in addressing the points for improvement. The next visit will be a further monitoring visit.

I hope that you have found the visit helpful in promoting improvement in your setting. If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Susan Gregory HMI
National Director, Inspection Delivery