

New Beginnings Childcare Limited

15 Wigan Road, Westhoughton, BOLTON, BL5 3RD

Inspection date

31/10/2013

Previous inspection date

28/08/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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 deployment of staff is not effectively managed. This means that at different times throughout the day children are not well supervised and staff are unable to provide children with appropriate levels of support.
- Effective processes for obtaining written permission from parents/carers, prior to staff administering medication is not in place.
- Staff do not understand their safeguarding procedures and do not respond to safeguarding concerns in a timely manner.
- Procedures to ensure that children do not leave the premises, with adults who may be unsuitable, are not understood by staff.
- The supervision of staff, through support, coaching and training, does not foster a culture of supportive teamwork and encourage the discussion of confidential issues.
- Assessment and tracking of children's progress is not yet consistently embedded in practice. This means that the educational programme and planned activities do not always offer appropriate challenge.
- Some staff do not exploit opportunities to skilfully challenge and question children to improve their learning and prepare them for school.

It has the following strengths

- Partnerships with multi professionals are in place to support children's needs.

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 activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the local authority advisor and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the nursery's self-evaluation processes and undertook a joint observation with a member of the management team.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

New Beginnings Childcare Limited was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two floors of a converted police station in the Westhoughton area of Bolton, Greater Manchester and is privately managed. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor and there is an enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, seven hold appropriate qualifications at level 3, four hold appropriate qualifications at level 2 and seven members of staff are unqualified.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently a total of 54 children attending, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirement Notice with a completion date of 13 December 2013 requiring the provider to:

ensure that staffing arrangements meet the needs of all children, to ensure their safety and to make sure that children are adequately supervised at all times of the day

ensure that all staff understand the safeguarding policy and procedures, in order to respond in a timely and appropriate way to any safeguarding issues.

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

- ensure that written permission is always obtained and effectively documented from all parents/carers before administering medication to children
- ensure that assessment and tracking are consistently used to identify the next steps in children's learning and to understand children's level of achievement, interests and learning styles, to ensure that learning experiences meet their individual needs and offer challenging learning opportunities so they make good progress
- improve the educational programme by providing challenging experiences for each area of learning and development to ensure children make good progress in all areas
- ensure that a culture of mutual support is fostered, in order to support teamwork and continual improvement through effective supervision and monitoring arrangements so that both the quality of practice and the outcomes for children are improved
- ensure that staff's practice is strengthened to enable them to skilfully question children with consistency, to further promote their critical thinking and to challenge their learning.

Inspection judgements

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

Staff have a limited knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Current practice does not reflect requirements, and as a result, educational programmes do not meet the needs of all children. Procedures for assessment are weak and tracking is not in place for every child. This means that children's progress is not clearly identified or monitored. As a result, any gaps in learning or areas where children may need extra support are not clearly identified. Planning does not provide challenging experiences for children in all areas of learning. For example, children play with dough but are not supported to extend their learning as resources are limited. Children taking part in a creative activity use one glue pot and a box of ripped tissue paper pieces. This does not challenge or highly engage children in learning. Therefore, educational programmes do not provide consistent challenge.

There are inconsistencies in staff's approach to teaching and learning. Staff do not skilfully question children in order to promote critical thinking. For example, older children are supported by staff asking questions after a story session but younger children are not supported through staff role modelling language. Many of the interactions between staff and children are based on care needs and do not clearly evidence that staff have a secure knowledge of how children learn. Resources are stored appropriately and children can access resources to initiate play. However, as resources do not purposefully support children's learning, children's developmental needs and interests are not maximised through play. Therefore, learning and teaching does not fully support children's needs. Children with special educational needs and/or disabilities are supported through staff liaison with parents and working partnerships with a range of multi professionals to support children's individual needs.

Staff are aware of children's prior skills as parents complete an 'All about me' document prior to entry and are involved in the 'progress check at age two'. Staff undertake regular observations. However, regular assessment for all children is not in place. This means that information collated through observing children at play is not well used and is not used to further support children in their learning and development. Therefore, this has little impact on ensuring children make as good as progress as possible. Parents are involved in children's learning through daily verbal discussions, contributing to observations in children's learning files and attending an annual parents' evening.

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

Staff lack an understanding of safeguarding and safety. Staff do not act with children's interests at the heart of their practice. As a result, while children may feel safe, this is a false sense of security as staff lack the underpinning knowledge to ensure children's safety and well-being at all times. For example, at certain times of the day children are left in the care of unqualified staff because staffing arrangements are not carefully organised to promote children's well-being. In addition, the administration of medication is not consistently recorded and children are able to leave the premises with adults, when there is doubt over that adult's suitability. There is a key person system in place and staff gather information from parents to ascertain the skills that children are exhibiting at home. However, the deployment of staff means that at some times children are not adequately

supervised. For example, staff clean resources and the environment in preference to interacting with children. This has an impact on children's emotional well-being.

Some aspects of care are sound and, in general, children are reasonably settled in the nursery. Behaviour is satisfactory; children listen to instructions and respond to requests. For example, children hold on to the stair rail when using the stairs. Staff praise children when they have carried out set tasks. Resources are in the main, age and stage appropriate. For example, babies play with sensory resources, toddlers explore sand play, and pre-school children use matching games and puzzles. Children are aware of routines. For example, they wash their hands before eating fresh fruit. Children develop some understanding of risk through discussion. For example, staff discuss why children should not throw sand. Children build up an awareness of safety through using scissors appropriately and taking part in emergency evacuations.

Children develop an understanding of the importance of physical exercise by playing in the garden and walks in the local environment. For example, children visit the library to listen to story sessions and visit a nearby supermarket to purchase food for snack. There is a designated cook who cooks fresh food daily on the premises. Children's dietary requirements are catered for and a selection of healthy options are available. Children show independence through self-care. For example, they visit the bathroom independently.

Children are supported during times of transition. For example, school teachers are invited into nursery, staff complete a transition document and children are supported through role play scenarios, such as getting undressed and dressed. As a result, children are prepared for school readiness.

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

Leadership and management are inadequate. This inspection took place due to concerns raised with Ofsted. The inspection found multiple areas that need addressing in order to safeguard children. For example, staff are not effectively deployed to adequately care for children at certain times of the day. Staff allow children to leave the premises with adults, when concerns have been raised with the management team about the suitability of those adults. Staff do not respond in a timely and appropriate way to safeguarding issues. Written permission is not effectively documented when administering medication to children. This shows that staff lack an understanding of the importance of safety and the ability to identify and successfully address potential safeguarding risks to children. This is a failure to meet legal requirements in the Early Years Register and both parts of the Childcare Register.

Staff have insufficient understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. There is poor monitoring of children's progress. In addition, resources do not consistently engage children's interest and staff do not provide challenge for children through quality interactions. The impact of this is that children's developmental progress is not supported to its maximum potential.

Partnerships with parents and external agencies are satisfactory.

Processes for self-evaluation are satisfactory. Since the last inspection the nursery has undertaken parent questionnaires to ascertain their views on the nursery. However, these are yet to be assessed by the management team. The nursery is currently receiving intensive support from the local authority, and working in partnership to identify and address areas of weakness. Staff are supported by management through selection and recruitment procedures, appraisals, supervisions and regular staff meetings. The management team is supportive of continued professional development for staff and offer in-house training to support staff knowledge and practice. However, the effectiveness of this is not carefully monitored and this leads to inconsistencies in the quality of teaching and variable care practices.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure medicine administered to any child who is cared for on the premises includes a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure medicine administered to any child who is cared for on the premises includes a record of a parent/guardian/carer's consent (voluntary part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary 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	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

Unique reference number	EY452080
Local authority	Bolton
Inspection number	941127
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	61
Number of children on roll	54
Name of provider	New Beginnings Childcare Limited
Date of previous inspection	28/08/2013
Telephone number	01942813812

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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