

Regent Park Studios

93 Regent Road, MORECAMBE, Lancashire, LA3 1AF

Inspection date 22/07/2013
Previous inspection date 18/02/2009

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		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

- Specific aspects of the welfare requirements are not fully met, such as the arrangements for a programme of regular staff supervision.
- Educational programmes are not effective in matching activities to children's individual needs and they lack sufficient challenge to meet the needs of all children.
- Assessments are not used effectively to obtain children's starting points, and they do not clearly show how children make ongoing progress in their learning.
- The key person approach is not well embedded. Therefore, links with parents and other settings, are not strong enough to ensure that children's learning and care needs are consistently supported.
- Self-evaluation is in its infancy and, therefore, monitoring of practice is not sufficiently carried out and improvement plans do not take into account, the views of staff, children and parents.

It has the following strengths

- Children appear content and interested in their play. They show some levels of independence and curiosity as they play and interact with each other and staff.
- Children enjoy playing and interacting with the available resources on offer. Pre-school age and older children in particular, enjoy participating in the adult-led physical activities that are provided on the ground floor.

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 staff interaction across the different areas of the setting, including the active play area situated on the ground floor.
- The inspector spoke with the registered person and with staff at appropriate times. She undertook a joint observation with the acting manager.
- The inspector looked at children's learning files, planning and assessment documentation, and a sample of other records, including policies and procedures.
- The inspector took account of the views of children, parents and carers spoken to on the day.

Inspector

Hilary Boyd

Full Report

Information about the setting

Regent Park Studio Nursery and Out of School Club was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a detached community based centre in Morecambe. The setting has the sole use of the first floor, the 'soft landing' on the second floor, and facilities for active play, such as a trampoline and tumble tracks, on the ground floor. Separate toilet facilities are situated on both floors. No lift is available to the first floor rooms. The setting serves the local area and collects school-age children from the local schools. There is an enclosed outdoor play area.

The setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and another at level 2. Children attend for a variety of sessions throughout the week, during both term time and school holidays. Times of operation are Monday to Friday between 7.30am and 6pm. A school pick up service is provided from local primary schools using two mini-buses. There are currently 40 children attending, 15 of whom who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure a regular programme for the supervision of staff is implemented in practice. Use it to foster a culture of mutual support, teamwork and continuous improvement in delivering the requirements of the Statutory framework for the Early Years Foundation Stage
- improve planning further so that activities are appropriately matched to children's individual needs, to ensure they experience a purposeful, enjoyable and challenging experience in all areas of learning and development
- develop effective ways to assess children, which include gathering parents' contributions about their child's starting points, the tracking of ongoing progress over time and the completion of the 'progress check at age two', as appropriate
- develop the key person approach to ensure that every child's care is tailored to meet their individual needs
- improve the exchange of information between parents and other providers, and ensure parents are kept well informed about their children's learning and include ways that they can extend learning at home

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

- make better use of staff, children's and parents' contributions towards developing the setting further, and refine monitoring systems to ensure identified targets for improvement are successfully implemented.

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

Staff have insufficient knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They carry out regular observations that focus on capturing short annotations of interests and what activities children have carried out. Although some of this information is used to feed into the planning of next steps, it lacks focus to show how the activity supports and challenges children. Therefore, planning is not effective in matching activities to children's individual needs and, as a result, they are not making sufficient progress in their learning. Older children, who also attend other early years settings, are not fully supported, as there are no systems in place to reflect how they plan to complement the learning and development delivered by others.

As a result, some older children are not always fully challenged and this impacts on their ability to make the best possible progress towards the early learning goals.

Individual children's files are in place and these reflect the activities that children participate in during their time at the setting. These contain evidence, such as tracking documents, observations and a range of children's artwork, including pieces of early writing. However, the lack of staff's knowledge and understanding of evidence, including the completed tracking sheets, mean that they do not clearly reflect how all children make progress. There is currently no effective tool in place to support staff in gathering effective starting points for children. This includes how information is sought by parents, before children start at the setting. As a result, it is difficult to assess whether a child is meeting their expected level of development.

Children play happily and enjoy their time playing by themselves or interacting with each other and staff. Both adult-led and child-initiated activities provide children with opportunities to develop handling skills and early writing skills. For example, children use a range of hand movements to roll out their play dough and make wiggly worm shapes. Children begin to create marks to represent numbers and letters. However, the emphasis on using templates to support handwriting does not meet the developmental needs of the children or challenge them. They have some opportunities to develop language skills as staff interact with them as they play. Children are beginning to develop an awareness of numbers, as staff name the numbers. However, staff do not adequately ensure experiences are linked to the development needs of individual children. Therefore, children's progress is not adequately supported. Older children who attend the setting initiate their own play experiences using the range of available resources in the main playroom. For example, they enjoy using pencils and markers to draw pictures. They develop a range of physical skills as they participate in adult-led activities, such as archery, tumble mats and the trampoline.

Some information is gathered from parents when children start at the setting. This information focuses on the individual care needs of the child. The introduction of a revised 'all about me' booklet supports staff to gather information about the child's interests and favourite activities. However, these are not used effectively with all parents to enable them to contribute information about their child's development. Therefore, staff do not have sufficient information before children start to inform their planning. Although informal discussions are held with parents on a daily basis, and they are allowed to see their child's file at any time, staff do not provide parents with ideas to extend children's learning at home.

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

Children are settled and appear content in the setting because information about their personal care routines is obtained from parents when they start. This information is sometimes used to support the individual care routines of the youngest children. Although, a key person system has recently been introduced, it is not embedded in practice. Staff are aware of their allocated key children, but this information is not consistently shared with parents. Informal conversations are held with parents daily and the recent

introduction of a daily diary provides information about the activities which children participated in. However, these are not consistently completed. As a result, parents are not always fully informed about their child's activities as shift patterns mean that the child's allocated key person is not always present when parents collect their children.

Older children, who attend other early years providers, attend the setting on a regular basis. They initiate their own play experiences based on the range of resources available for the pre-school age children. There are no systems in place to support the transition of children between settings. As a result, they are not fully supported with their next move into education.

Children make independent choices of what resources they want to use across the areas of continuous provision set out in the indoor environment. This space has undergone some changes and is still in development. The range of accessible resources available adequately covers the seven areas of learning and development. Children explore the environment through chosen activities and staff join in, following the child's lead. Staff act as sufficient role models as they promote positive behaviour and remind children how to share and take turns. They praise children at appropriate times and, as a result, children are beginning to develop appropriate levels of self-esteem and self-confidence.

Children are developing an understanding of how to keep themselves safe, as staff remind them how to move safely around the environment and during adult-led activities. For example, staff remind children of the guidelines before their participation in the active play session, involving the tumble mat and trampolines.

Children are provided with a range of fresh fruit at specific periods during the day. Parents supply children's lunches, which are stored appropriately in the fridge. The setting offers children opportunities to develop their physical skills through adult-led activities linked to gaining awards in using active play. For example, pre-school age children are working towards their level 1 or level 2 qualification in using the trampoline, to develop their coordination and balance. Regular trips to the nearby park, including planned time in the outdoor play space, provide children with opportunities to practise their physical skills.

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

This inspection took place following concerns about unfamiliar people being on duty in the setting and whether they had been vetted. It was found that the key person system was not effective due to staff changes and parents did not know who staff were. The nominated person is aware that the setting requires improvement and a key person system has been implemented. The inspector found that the setting does not meet a number of the welfare, learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Therefore, the leadership and management of the setting is judged as inadequate. Although, self-evaluation is in development, it is weak and there is little impact to date. It does not take into account the views of staff, children and their parents so they cannot contribute to improvements. The introduction of formal procedures is currently in development. For example, formal

inductions have recently been implemented. However, consistent arrangements for appraisals and to provide support and coaching for staff are not yet in place. This is a breach in requirements and means the delivery of the Statutory framework for the Early Years Foundation Stage is not effective.

There are appropriate safeguarding policies and procedures in place to ensure the safeguarding and welfare of children is adequately met. The nominated person, who is also the designated safeguarding officer for the setting, has recently attended training. As a result, he has an adequate knowledge and understanding of his responsibility in carrying out child protection procedures, should concerns arise. Appropriate recruitment and vetting procedures have recently been updated to ensure that all staff, including newly appointed and all existing staff working with children, are suitable to do so. An adequate risk assessment is conducted on all areas used by children and reasonable steps are taken to ensure potential hazards to children are minimised. An appropriate risk assessment is carried out on all outings and written permission is obtained from parents. Appropriate documentation is in place to ensure safety measures are in place for the transporting of children between the setting and other providers.

Staff do not have adequate knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Consequently, they do not have an adequate ability to implement the framework and to support children in making sufficient progress across the areas of learning and development. Although, staff know and respond to children, observations and assessments are not effective in gaining an accurate understanding of their initial starting points upon entry, upon which to ensure children make sufficient progress. The lack of staff's knowledge in carrying out assessments means that they are not accurate enough to build on children's progress. Consequently, planning does not consistently match activities to children's needs. As a result, children are not adequately supported and challenged and they lack enthusiasm in their learning.

Links with parents, and other providers involved in supporting children's care and education do not sufficiently ensure that individual care and learning needs are identified, shared and supported. As a result, children who attend more than one setting are not supported effectively. Parents are given opportunities to discuss their children's development through daily informal discussions and daily diaries when completed. They are allowed to look through their children's files any time. However, there are no systems in place that encourage parents to contribute towards their children's progress, including how they can extend learning at home.

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	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	EY381023
Local authority	Lancashire
Inspection number	924163
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	40
Name of provider	Regent Park Studios Limited
Date of previous inspection	18/02/2009
Telephone number	01524419861

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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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