

Creative Days Nursery

Heathfields Primary School, Field Avenue, Hatton, DERBY, Derbyshire, DE65 5EQ

Inspection date	30/10/2013
Previous inspection date	12/03/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 is satisfactory

- Children are happy, confident and build up strong attachments with staff.
- Children are provided with well-balanced meals and snacks, which effectively promotes their awareness of healthy eating practices.
- Children's physical development is well supported through exciting outdoor opportunities.
- Staff form positive partnerships with parents, which promotes a consistent approach to children's care and learning.

It is not yet good because

- Staff do not implement the behaviour management policy effectively. As a result, there are inconsistencies in behaviour management. Consequently, this means that not all staff manage children's behaviour well, to prevent the regular occurrence of some incidents.
- Staff do not always make the most of chances to extend children's communication and language skills. As a result, children make satisfactory progress in this area, rather than good.
- The monitoring of assessment and staff performance is not robust enough and leads to gaps in teaching and children's learning and development.

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 staff and children in each playroom, the outside area and at lunchtime.
- The inspector took account of the views of parents spoken with at the inspection.
- The inspector spoke to children and staff and held discussions with management.
- The inspector held a joint observation with the manager.
- The inspector viewed a sample of documentation including children's development records, policies and procedures and evidence of staff suitability.

Inspector

Janice Hughes

Full Report

Information about the setting

Creative Days Nursery opened in 1996 and is on the Early Years Register and the both compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from two separate ground floor buildings in the grounds of Heathfields Primary School, Hatton, in Derbyshire. The provision serves the local and surrounding area. All children share access to an outdoor play area.

The provision is open each weekday throughout the year from 7.45am to 6pm, except for bank holidays and one week at Christmas. There are currently 95 children on roll, of whom 70 are in the early years age range. Children attend for a variety of sessions. The provision receives funding for two-, three- and four-year-old children.

The provision employs 13 members of staff, of whom, all hold an appropriate early years qualification at level, 3 and above. The provision 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 staff implement the behaviour management policy effectively, to improve consistency of how children's behaviour is managed and prevent regular behaviour incidences reoccurring
- improve the teaching of children's communication and language development, to enable children to extend their communication and language and express their experiences and feelings effectively.

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

- ensure that the monitoring of assessment and staff performance is robust enough to identify any gaps in children's learning so that they make good progress.

Inspection judgements

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

Children are happy and staff support children's learning generally well. They have a sound knowledge and understanding of the learning and development requirements of the

Statutory framework for the Early Years Foundation Stage. Staff gather information from parents about their children's likes, preferences and capabilities. They use this information along with their initial observations to inform children's 'starting points'. As a result, children settle quickly into the provision routine. This is because staff plan activities of interest to the children from the start. Staff recognise the interests of children through their observations and assessments of their play. Overall, children enjoy their learning and staff plan a range of activities that children are keen to participate in. For example, they provide musical instruments for babies to extend their listening skills and building blocks to encourage handling skills. Assessment is appropriate and helps staff identify children's next steps of learning and to plan activities that support their individual learning needs. Staff have successfully completed the required progress check at age two and have involved the parents in the process. However, the assessment processes of the children are not robust enough to enable key persons to successfully identify any gaps in children's learning. As a result, staff do not always identify when early intervention is needed, so that children receive the appropriate support or challenge to meet their learning needs. Consequently, children are making satisfactory progress rather than good. Children are acquiring suitable skills for their readiness to school.

Staff do not always promote children's communication and language skills effectively all of the time. For example, children participate in making a 'leafy tree trunk'. Staff do not explain to children what they are doing well enough, ask where, why, how questions to encourage them to think, or talk about autumn. As a result, children become bored with the activity and walk away. In addition, staff working with the babies, do interact with them using gestures, but do not talk to the babies, to introduce new words, model conversation or provide opportunities for the babies to imitate words and sounds. Staff working with the older early years children, do talk to them about what they are doing. For instance, when making 'vampire teeth' to celebrate 'Halloween' staff read the instructions and explain what to. However, they do not enthuse or excite the children in conversation or provide opportunities for children to express their experiences and feelings. As a result, staff are not always promoting communication and language skills effectively. Consequently, children make satisfactory progress in this area rather than good.

In contrast, some staff interact well and promote areas of learning effectively, which shows inconsistency in the quality of teaching provided to enhance and develop children's learning. For example, children become engrossed in their sensory play activities as they explore the large tray of spaghetti with great enthusiasm. They scoop up the spaghetti into their hands, squeeze it and watch it drop onto the tray. Staff provide them with plates and children use their imagination and make dinner. Children laugh together as they attempt to fill the plates and it slides off onto the floor and some spills onto their feet. Staff ask children if they need more spaghetti to fill their plates or if they have enough. This encourages children to experiment with size, shape and measure. Consequently, children develop their understanding of early mathematical concepts, such as full and empty, through enjoyable play activities.

Children's are developing their physical skills well, they love being outside. Here they climb and balance on provision equipment and learn to peddle sit-and-ride toys skilfully. They use skipping ropes and learn to skip and play games that encourage them to run around.

Some staff use this area well and encourage children to learn about the world. For example, children and adults use brooms to sweep up the leaves and look at holes made by insects. They create a pile of leaves together and have great fun jumping and kicking them around the garden. They further enjoy making marks in the mud using sticks they have collected which demonstrates good moving and handling skills.

Staff involve parents in helping their children learn at home. They have encouraged them to create 'hedgehogs' and 'leafy hats' with their children. This has been successful, demonstrated by the 'Autumn' display in the pre-school room that shows the children's achievements well. This adds to the stimulating environment, where children can choose what and where they play. There are opportunities for children to draw and make patterns with pens, which helps support the development of their early writing skills as they write their names with control. Children have access to a delightful cosy and well stocked book area with puppets and props to help them concentrate, helping children to develop their literacy skills. Children have appropriate opportunities to develop their information communication and technology skills as they use cause and effect toys. Babies watch lights flash on and off and older children use the computer negotiating the mouse skilfully. Children explore the paint, water and cardboard box, expressing their creativity and imagination as they create 'a haunted house'.

Parents look at their children's learning journal records whenever they wish and are invited to parents evenings to discuss their children's progress in more depth and make comments, which are valued by staff. In addition, they receive reports on their children's achievements and are involved in developing their children's next steps in their learning. Parents of babies receive daily diaries that explain what their children have been doing throughout the day and staff talk to parents daily. This two-way flow of information helps children's continuity of learning and development over time.

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

Children develop warm and trusting relationships with staff, which appropriately supports their emotional well-being. Children settle quickly and are confident and happy, which demonstrates they feel secure at the provision. Overall, staff implement the key person system well to support children's individual care and learning needs. Children respond happily to the friendly approach given by staff and show they are settled and content. Staff are caring and kind towards the children and support their well-being generally well. Staff find out about children's backgrounds at settling-in times. Here, staff provide time for the children to familiarise themselves with the surroundings. Key persons use this time wisely and begin to build attachments and relationships with their children. The youngest children are secure, forming attachments with their key person. They are offered reassurance and comfort when required. The settling-in process ensures that babies are able to settle quickly into the setting. Their routines are followed closely, which means that they are able to sleep, eat and play according to their individual needs.

Staff encourage children to use their self-help skills. For example, children use the bathroom independently washing and drying their hands, with sensitive support from staff. Children also know where their coats and shoes are kept and try for themselves to put

them on to go outside. Staff encourage children to share and take turns in their play. Staff appropriately take care of children's safety and well-being throughout the day as, for example, they ensure children are suitably dressed for the weather during outdoor play. They teach them suitably how to use equipment, such as scissors and implement simple rules, such as not running inside. Children learn about some aspects of their own safety. For example, they learn how to evacuate the building quickly and safely because they take part in regular fire drill practices. Most staff interact with the children generally well and offer praise and encouragement as they play and achieve. However, some staff do not put the behaviour management policy into practice. For example, when children are unkind to others, they are reminded to use kind hands, but are not supervised closely enough to ensure they do not carry on hurting other children. As a result, some children hurt other children and are not always seen doing this.

Children learn about healthy lifestyles well. They are provided with healthy meals and snacks that promote eating fruit and vegetables. Staff encourage children to eat their meals by making mealtimes enjoyable and a sociable occasion. Children have choices and are beginning to pour their own drinks. To encourage children to eat more, staff have introduced baking sessions. Here, children make healthy cakes, such as, 'flap jacks' and create their own 'pizzas'. Staff also sit with the children and model eating as they eat their lunch with the children and some staff talk about the food being good and making them grow strong. Children are learning about the importance of fresh air and exercise. They are taken outside regularly and enjoy running in the fresh air and participate in action songs and dance inside.

Children are helped through their moves in the provision, through regular visits to the next age group, which ensures they settle quickly when they finally move. Staff teach children well about their moves to other establishments, including school. There are opportunities for the reception teacher to visit the pre-school and the pre-school children visit the school on occasions. Staff introduce stories and books about 'Going to school' and this helps to prepare the children well. So that children's continuity of care and learning can be provided, staff pass on summaries to the school about what they can do and their characteristics of learning.

Children make their own choices from a suitable range of resources, both inside and outdoors. Children are able to take charge of their own learning as many resources are stored at child height and labelled appropriately. Displays of children's work and photographs provide the children with a good sense of belonging. This helps to build up their self-esteem and confidence as children see staff valuing their work. This is clearly demonstrated in the 'Autumn wood and senses' display in the pre-school and the family photographs in the provision.

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

This inspection was brought forward because of concerns raised over how staff deal with behaviour management. The inspection found that the behaviour policy and procedure is not being implemented effectively. There are inconsistencies in behaviour management

and staff do not follow through their strategies to support positive behaviour effectively. They are not always vigilant towards children's behaviour, which has the potential to impact on children's safety.

Management have a suitable understanding of their roles and responsibilities with regard to child protection. They know what to do if there is a concern about a child or an allegation about a member of staff. Staff have a reasonable understanding of the signs and symptoms to look out for and some have attended the local authority's safeguarding training. Recruitment and vetting procedures are clear, so staff that are suitable to work with children are appointed. A workable system is in place to make sure that no unchecked staff are left alone with children. There is an appropriate safeguarding policy and procedure in place, which is shared with staff and parents to ensure that all are aware of the expectations of the provision and the relevant procedures to promote children's safety. Risk assessments are in place and reviewed regularly, further supporting children's well-being. Staff have relevant paediatric first aid qualifications which means they can administer first aid in an emergency, to keep children safe. Management keep relevant records and have appropriate policies and procedures to help run the provision, such as accident, medication records and complaints procedures.

Overall, staff are generally monitored appropriately. However, the lack of robust monitoring of the assessment systems and staff performance has led to some variations with regard to effective teaching. Management have recently implemented supervisions of staff, which gives staff opportunities to think about their own development and practice and provides support to improve practice. Staff appraisals identify where staff can develop their individual skills and this supports the quality of care provided for the children. The management team is aware of the differing abilities in staff knowledge and training in relation to the Early Years Foundation Stage learning and development requirements and they are taking steps to ensure all staff have further training.

Management reflect on their practice appropriately. There is a self-evaluation tool in place, which is regularly reviewed. It takes into account the views of staff, parents and children. From their reflection management have put in place an action plan to help them implement the improvements. For example, two improvements they wish to implement to improve the learning for children are the expansion of sensory activities in the baby room and to extend role-play equipment for the pre-school to help with children's imaginative development. Since the last inspection, all recommendations have been addressed. This includes improvement to the outside environment to increase learning outside.

Partnerships with parents and carers are effective. An established key person system means that parents know who to approach if they have concerns about their child's well-being or learning. Parents can feedback to the setting any concerns they have, either verbally, or through more formal methods, such as one-to-one meetings with the key person. There is a range of useful information made accessible to parents, both in the foyer and cloakroom, ensuring that they are well informed. Parents spoken to at the inspection praise the staff for their friendliness and dedication to their children and say their children are happy and enjoy attending. They are happy with the service they receive and would recommend the service to others. Parents are encouraged into the provision and their views are asked for and listened to by the key carers. Staff have built secure

partnerships with other professionals and share useful information with other early years providers when children also attend other establishments. Strong links have been established with both local schools. This promotes a consistent approach to children's care, learning and development.

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 that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Child care 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	206227
Local authority	Derbyshire
Inspection number	940580
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	95
Name of provider	Patricia Jane Billings & Carol Ann Nicklin Partnership
Date of previous inspection	12/03/2010
Telephone number	01283 810033

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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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