

# Lullabies

c/o Palmarsh Primary School, St George's Place, Hythe, Kent, CT21 6NE

<b>Inspection date</b>	12/12/2013
Previous inspection date	15/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- The provider's self-evaluation process is inadequate as it does not identify weaknesses in the meeting of requirements and does not take full account of the views of others.
- Relevant detail is missing from the safeguarding policy and written consent from parents is not obtained for all outings.
- Staff do not always suitably supervise children when using the school playground and there is no separate room to help ensure the safety of children aged under two when older children are present.
- The named deputy does not meet the criteria to be in charge in the absence of the manager.
- There is not always someone on site with valid first aid training, which compromises children's safety and well-being.
- The staff are not effectively assessing children's starting points to help them plan challenging next steps in children's learning.

### It has the following strengths

- The positive relationships that staff develop with children help them settle quickly.
- Staff are enthusiastic and engage children in play and activities.
- Children's health benefits from and they enjoy the freshly cooked meals.

## 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.

## Inspection activities

- The inspector observed activities in the playroom and outside.
- The inspector held a meeting with the provider/manager of the nursery.
- The inspector looked at some children's learning records and had discussions with their key persons.
- The inspector spoke to some parents during the inspection.
- The inspector checked evidence of safeguarding practices and self-evaluation processes.

## Inspector

Sue Taylor

## **Full report**

### **Information about the setting**

Lullabies registered in 2011 and is privately owned. The nursery runs from a single storey unit in the grounds of Palmarsh Primary School, in Hythe, Kent. There is one main playroom and a sleep room, plus a kitchen and staff facilities. Children have access to an enclosed outdoor play area and the school grounds. The nursery is registered on the Early Years Register.

It is open each weekday from 7am to 6pm, for 50 weeks of the year. There are currently 18 children aged from six months to under three years, on roll. The nursery supports children with special educational needs and/or disabilities.

There are four members of staff, two of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. The manager is qualified to degree level. The nursery receives funding for the provision of free early education for children aged two years.

### **What the setting needs to do to improve further**

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

- ensure the safeguarding policy and procedures include an explanation of the action to be taken in the event of an allegation being made against a member of staff
- ensure that children are always supervised appropriately by staff, particularly when outside
- ensure the named deputy, who takes charge in the absence of the manager, is qualified to do so
- provide a separate baby room or defined area for children under the age of two to use when appropriate
- ensure that children's starting points are assessed to be sure that planned next steps in their learning are challenging and relevant to their individual needs
- obtain written parental permission for children to take part in outings
- ensure that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present, and to accompany children on outings
- ensure self-evaluation processes identify weaknesses and promotes improvement, taking account of the views of others.

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

The staff are enthusiastic when engaging children in play and planned activities. This helps motivate children in wanting to take part. For example, a suggestion of playing with dough results in all children joining the activity table excitedly, even though there is a wide range of other interesting resources available. All staff make observations as children play and key persons use these to assess where children are in their learning. However, staff are not fully assessing children when they start to enable them to set challenging targets to meet individual needs. There is an emphasis on young children's personal, social, emotional and physical progress as well as their communication and language development. Key persons share termly reports with parents, providing a summary of children's progress and produce the required progress checks for two-year-olds. However,

the identified next steps in learning do not always strongly encourage progress across all areas of learning. Staff verbally share information with parents daily about any significant achievements made by children and how children's care needs are met. Parents know they can view their child's learning records. The staff are beginning to encourage parents to contribute more to the assessment process.

The staff help promote children's communication and language skills. Children enjoy singing and staff encourage children to express their ideas and thoughts. Children listen well and pay attention, showing that they understand what staff say. Some staff use signing to help young children to communicate, such as when sharing a book or singing. Staff use the outdoor areas to help support children's physical development, such as chasing after bubbles, trying to catch or pop them. Children enjoy kicking and throwing balls around, and using tools to make marks in the dough. Overall, the skills children are developing help support their future learning needs as they prepare for the move to nursery.

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

Children's well-being is compromised by the provider's failure to make sure that all requirements to promote children's health and safety are met. Adequate supervision is not always assured, particularly when children use the school playground. Parents are aware of any accidents or incidents, as they sign the detailed record forms. However, some staff's paediatric first aid training has recently expired and this means, that at times, there is no one on site with valid training. This breaches a specific legal requirement. There is a suitable key person system in place and staff get to know the children well. These relationships help the children develop confidence, as they become ready for their next move. Children are happy and settle quickly, supporting positive self-esteem. Staff obtain some detail from parents about children's likes and dislikes when they start and update these regularly. Children show confidence as they make choices about their play, accessing the good quality resources in the playroom or from those put out by the staff. The children treat resources with respect and share with others, playing happily together or alongside each other, appropriate to their age. The staff encourage children to do things for themselves and this helps develop independence skills. For example, they serve themselves at snack time and help themselves to their drink. Children show that they know to wash their hands before eating, pulling their sleeves up as they line up for the bathroom. Children like to play outside daily and this helps them gain a healthy lifestyle. The healthy and balanced meals cooked on site are popular, with attention given to any individual dietary requirement.

The children play in a light and airy room, with a side room used for sleeping. However, there is no provision for a separate area or room for the children under the age of two. This is a requirement of the Statutory Framework for the Early Years Foundation Stage to help ensure the safety of young children when older children are present. The children under three years benefit from routinely mixing together. The resources are at an easy height for children or on the floor. They explore different textures and Interesting items that encourage their imagination and creativity. The low settees and cushions in the book

area create a comfortable and cosy, homely area. Some resources and posters positively reflect diversity, helping children learn to respect and value others.

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

The inspection was carried out after concerns were raised to indicate that a number of requirements in the Statutory Framework for the Early Years Foundation Stage were not being met. It was found that the provider is operating outside of her early years registration. At times, she is caring for children in the Childcare Register age range for more than two hours in a day and this requires registration. The provider has now dealt with this matter because she now only cares for these children for less than a total of two hours in a day. Parents are aware of this change. There are no concerns about the required adult to child ratios not being met. The premises are secure and staff carry out daily checks, recording any issues to be aware of and minimise them. This means that the risk assessment processes help keep child safe. However, there are occasions when older early years children are allowed into the school playground while staff remain inside getting the younger children ready for outdoor play. As a result, the deployment of staff is not effective to ensure all children are suitably supervised and safe. The staff have been on child protection training in the past and are aware in general of possible child protection concerns. However, the provider's knowledge of the correct process to follow in the event of allegations made against staff is not confident and the detail is not written in the safeguarding procedures. Most other required documentation is in place but written consent from parents to cover all trips and outings off the nursery grounds is not available.

Although there is a suitable recruitment process in place to help ensure the suitability of staff, the provider fails to realise that a named deputy does not meet the criteria to be in charge in her absence. Appropriate clearance checks are in place for all staff. The staff attend regular team meetings and are made aware of training opportunities. The manager meets with them on an individual basis to discuss their practice and to monitor their key children's learning.

The provider reflects on practices at the nursery and has some general plans for development, currently involving the enclosed outdoor space. However, she is not routinely seeking the views of others, such as parents, to include these in her evaluation. Also, the current system fails to identify that not all the legal requirements are being met. The provider fully recognises these failings and is keen to develop the nursery, improving outcomes for children. Relationships with parents are positive and these are developing to encourage them to contribute to children's learning. Parents say that they are very happy with the care their children receive. The manager has a suitable awareness of the need to work in partnership with others to support care, children's learning and development.

## 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

<b>Unique reference number</b>	EY428701
<b>Local authority</b>	Kent
<b>Inspection number</b>	945825
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	19
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Elizabeth Anne Wells
<b>Date of previous inspection</b>	15/12/2011
<b>Telephone number</b>	07724736574

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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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