

1st Friends Day Nursery

Our Lady of Gillingham, 2a Ingram Road, Gillingham, Kent, ME7 1YL

Inspection date

14/11/2013

Previous inspection date

05/10/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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 provider has not followed and implemented the settings' policies and procedures for safeguarding children, or for behaviour management. As a result, children are not safeguarded sufficiently and their behaviour is not managed adequately.
- Staff do not always place children's individual needs before the daily routine, which results in children's emotional needs not being met.
- Monitoring of children's progress is not robust, which limits children's challenges and learning opportunities. Self-evaluation processes do not identify key weaknesses.
- Staff do not consistently engage and reflect on different ways children learn, so that children receive appropriate support and challenge in their learning and development.

It has the following strengths

- Staff encourage children to do things for themselves to help promote independence.

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 heard the views of several parents spoken to during the inspection.
- The inspector held meetings with the manager and key person.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector observed activities in the outside area, in the baby room and downstairs nursery.
- The inspector sampled records and documentation.

Inspector

Julie Ready

Full report

Information about the setting

1st Friends Day Nursery registered in 2002. It operates from four rooms in an old school building. It is situated in Gillingham and serves the local area. Children have access to an enclosed outdoor area. The nursery operates from 7 am until 6 pm, 51 weeks of the year. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 77 children on roll aged six months to ten years, most of whom are in the early years age range. The provision operates a holiday scheme for children of primary school age every holiday period. The nursery supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery provides funding for free early education for two, three and four year old children. The nursery employs 11 members of staff; all but one hold an appropriate early years qualification.

What the setting needs to do to improve further

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

- ensure all management and staff have up-to-date knowledge, with particular regard to the nursery safeguarding policy and procedures, and they are able to implement these effectively at all times to safeguard children
- implement an effective behaviour management policy and procedure to support all children's personal, social and emotional development; include how children will be enabled to manage their feelings and behaviour, and how clear and consistent boundaries and behaviour management strategies will be put into practice
- develop systems for monitoring and evaluating the provision effectively to ensure children's needs are placed before the daily routine, and key weaknesses are identified and addressed to help maintain continuous improvement
- support staff to interact, engage and reflect on different ways children learn, so that all children receive appropriate support and challenge in their learning and development
- improve the monitoring of children's progress to ensure every child's learning and care is tailored to meet their individual needs.

Inspection judgements

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

Children are provided with a range of play experiences across the areas of learning. The nursery environment and resources are soundly organised to support free-play opportunities, combined with some adult-initiated activities. The babies' room has low-level storage and crawling space, which allows them to explore the toys and equipment easily and safely. Pre-school children are generally active in their learning as they are able to access a range of activities that generally engage them in play. They particularly like the home corner, where they take part in role play activities, which helps children's self-expression and imagination. Children's emerging writing skills are supported through a range of mark-making activities both indoors and outside, for example, painting on the easel or chalking on the blackboards.

Assessment and monitoring arrangements are in place for all children. Parents of new children to the setting attend play visits and complete an initial assessment. This provides initial information to help staff get to know the child and plan enjoyable activities. Once the child's key person has been assigned, observations are made on the children regularly and termly assessments on children's progress are shared with parents. However, not all staff accurately identify children's stage of development, which means children's progress is hindered, as it is not consistently assessed across the areas of learning. Staff have an understanding of children's learning and they know children learn in different ways. However, staff do not always consistently listen or skilfully question children and build on their play experiences. Therefore, children are not being challenged enough and active learning is not being extended to help children make maximum progress. These weaknesses demonstrate children are not adequately supported to make progress in their learning. In addition, the provider did not follow the nursery policy and procedures for safeguarding children. Consequently, children's needs are not being adequately met.

Children with special educational needs and disabilities are supported by the setting's special educational needs coordinator, who works closely with parents and outside professionals. This ensures that care is tailored for individual children and enables them to be fully included in all activities and make suitable progress.

Children's speech and language is suitably promoted. Staff working with the babies engage in non-verbal communication, facial expressions and key words to engage. During the inspection, babies smile, laugh and try to copy as a member of staff sings to them using accompanying hand gestures, supporting their communication skills. Older children are confident talkers as they communicate with staff and their friends. Books and stories are organised in an accessible and cosy area. This encourages children to make meaningful choices and develop an understanding of how to use books for pleasure and for seeking information. For children who speak other languages as well as English, staff have provided dual language books and asked parents for key vocabulary to use alongside English. This helps children feel secure and able to ask to have their needs met.

All children have opportunities to learn about the natural world. The babies have baskets

of natural resources to discover, while the older children enjoy a nature table with conkers, shells and insects to explore with magnifying glasses. The secure garden area provides an enjoyable play space for children to explore. Staff support children to grow fruit and vegetables, which they enjoy at snack time. Children confidently climb up the steps and down the slide and use a range of wheeled toys with confidence.

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

The nursery is bright and welcoming and resources are accessible to children, which enables their free independent choice. Overall, most children settle sufficiently because they have formed appropriate bonds with staff. Some staff gently comfort children when they are unsettled. They choose toys the children are interested in to encourage them to join in with activities and routines. A key person is assigned to each new child starting at the nursery to help support a settled relationship for all children. This means that children's care and learning is tailored to meet their individual requirements. Staff are familiar with the children's needs, but occasionally forget to place the children's needs before the daily routine. For example, children are prepared for sleep time by being placed on a sleep mat when they still need emotional support and comfort through a cuddle from a familiar adult.

When children start at the nursery, parents are encouraged to stay for a while. Staff find out about children's likes and dislikes and use this information to make plans around the children's interests. This helps children to feel happy and engage with the activities provided. Children are appropriately prepared for the next stage in their learning. Babies and toddlers are successfully supported in moving to the main nursery room. They gradually spend more time in their new room, which enables them to familiarise themselves with the new key person, the toys and resources. Older children, who are moving to school, participate in a range of activities specifically planned to ensure that the children have the skills and confidence and are ready to move to school. These actions help children prepare for the changes they experience at different times.

Children behave generally well in the nursery, as staff use clear rules and gentle reminders to help children manage their own behaviour. They also use meaningful discussions and prompts, such as reminding children not to run indoors. Staff are good role models, which means children see and hear staff using good manners. Consequently, children are polite when talking to each other and the staff. However, when there are instances of inappropriate behaviour, there is no behaviour plan put in place to support the individual children and their families; and the manager and staff do not contact outside agencies for advice or support. This demonstrates the provider is not ensuring the behaviour management policy and procedures are followed and implemented to support children's welfare and well-being.

Staff demonstrate through discussion that they have attended safeguarding training and are aware of the setting's procedures regarding safeguarding children. However, in practice these procedures are not always implemented by management and staff, which does not ensure all children are kept safe and safeguarded. Consequently, children's well-

being cannot be assured.

Children enjoy healthy meals and snacks. A varied, healthy menu for lunch is provided from an outside company and healthy snacks are prepared on site. Staff encourage younger children to use spoons to feed themselves and older children serve themselves and enjoy chatting at lunchtime. Children have individual water beakers, which are available all day, ensuring they have access to drinking water throughout the session. All children use the outside area every day for a variety of activities, such as climbing on the slide and growing vegetables. The time spent outdoors enables children to receive fresh air and exercise.

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

This inspection took place following information provided to Ofsted that raised concerns relating to staff suitability and to behaviour management. The inspection found that the provider implements appropriate recruitment and vetting procedures to ensure staff are suitable to work with children. The inspection also found that staff display appropriate behaviour towards the children. However, the provider has failed to ensure management and staff follow and implement the nursery's policies and procedures to safeguard children and to manage their behaviour. This means the provider is not fulfilling their legal responsibility in meeting the safeguarding and welfare requirements. Although the manager is able to describe the procedures to follow regarding a safeguarding incident, she has failed to implement the safeguarding policy and procedures in practice. This is a breach of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and the associated requirement of the Childcare Register. Consequently, the provider has not taken all necessary steps to keep all children safe and well. Therefore, the safeguarding of children is inadequate.

Furthermore, the provider has not followed and implemented the nursery behaviour management policy and procedure. Staff have not been shown the necessary skills to manage children's behaviour or accessed expert advice when necessary. This is a further breach of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and the associated requirement of the Childcare Register. By not following the nursery's policy and procedure, children have not received consistent support with regard to the management of their behaviour. As a result of the inspection findings, the provider is required to take further action. This is because they are not meeting all the requirements of the Statutory Framework for the Early Years Foundation Stage or of the Childcare Register.

The staff at the nursery generally support the children to feel safe and secure overall. The manager has completed safeguarding training and is the named person for safeguarding. There are procedures in place to support safe recruitment and ongoing monitoring of staff practice through supervisions and training opportunities. There are basic safety measures in place, such as a door entry system and children are signed in and out of the session by staff. Visitors sign in to a visitors' book so that a record is kept. There are policies and

procedures to help the running of the nursery to aid children's welfare. For example for dealing with and recording accidents, the administration of medication and risk assessments. These are shared with staff to promote the safety of the children.

Staff demonstrate some knowledge of the learning and development requirements. Information is requested from parents on children's starting points. Staff make regular observations to ensure activities are planned around children's interests. Parents are given termly feedback on their child's progress and asked to contribute to their journals. However, systems to monitor children's progress are not robust and do not always identify when intervention is needed. This means that not all planned activities provide suitable challenge to children to ensure they make good progress in their learning and development.

The manager has identified strengths of the setting and some areas of improvement after completing an audit on the provision. All staff are encouraged to participate in the nursery's evaluation and involved in the changes made, for example, introducing free flow access in the main room. The manager attends meetings with the local authority quality team and has a plan to help review her practice and keep a record of any improvements made. This shows that she has some capacity to review and improve her provision. However, there are weaknesses in the evaluation of practice as the current system is not robust enough to identify and address the breaches of requirements noted at inspection.

Staff work well with parents by keeping them informed of their child's welfare. Parents spoken to at the time of the inspection expressed that they were extremely pleased with the nursery. They identified the friendly staff and approachable management as strengths of the nursery. Partnership working with parents is underpinned by daily communication, which helps to provide continuity of care for the children. There are links to other agencies, for example, the inclusion advisor and the children's centre teacher. These professional partnerships help the staff to support children who are identified as having a specific need. Staff have also developed links with the local schools and share information with teachers when children move on to school.

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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (compulsory part of the Childcare Register).

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (voluntary part of the Childcare Register).
- ensure that children's behaviour is managed in a suitable manner (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	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

Unique reference number	EY236227
Local authority	Medway Towns
Inspection number	942213
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	77
Name of provider	1st Friends Day Nursery Ltd
Date of previous inspection	05/10/2009
Telephone number	01634 578396

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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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