

Glitter-Bug's Nursery

Newtown Cp School, Newtown, TROWBRIDGE, Wiltshire, BA14 0BB

Inspection date

23/01/2014

Previous inspection date

24/05/2010

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
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The quality and standards of the early years provision

This provision is inadequate

- Observation and assessment of children's progress from known starting points is not embedded in staff practice. This means that planned activities do not offer appropriate challenge to meet individual children's needs or identify their next steps in learning.
- The provider does not monitor the educational programmes which means that staff do not identify gaps in children's learning effectively or implement strategies to promote the development of language in children who learn English as an additional language.
- The provider does not ensure that the safeguarding policy covers all it must or that required records are kept accurately, although no child has come to harm.
- Staff do not make outdoor play available on a sufficiently regular basis for all children.
- The provider does not monitor the implementation of hygiene procedures, and staff do not follow these consistently, so placing children's good health at risk from cross-infection.
- The organisation of the day is not flexible enough to allow children to follow their interests or develop their ideas, in order to motivate children's learning effectively.
- Staff use ineffective questioning techniques which do not promote children's thinking or reasoning to drive their progress.

It has the following strengths

- Children are well behaved and have trusting relationships with caring staff.

- Children's well-being is promoted through eating suitable, freshly prepared hot lunches.

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 spoke with staff, parents and children.
- The inspector observed children's activities and play, inside and out.
- The inspector checked a sample of required policies and procedures; reviewed documentation relating to safeguarding and examined children's progress records.

Inspector

Margaret Dobbs

Full report

Information about the setting

Glitter-bug's Nursery is a privately owned nursery that operates in a mobile building in the grounds of Newtown Community Primary School, in Trowbridge, Wiltshire. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 29 children on roll in the early years age range. The nursery currently supports children speaking English as an additional language and children with special educational needs and/or disabilities. The nursery receives funding for children aged two, three and four years. The nursery provides both before and after school care, and holiday care for school-aged children. The nursery is open from 7.30am to 6pm on weekdays in both school holidays and term time. The owner/manager holds an early years foundation stage degree in early childhood studies. Two further members of staff hold a relevant early years qualification at level 3.

What the setting needs to do to improve further

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

- ensure that there is a record of the arrival and departure of children throughout the day, which states their hours of attendance accurately, so staff know which children are present at any time
- ensure that the safeguarding policy has a section on the use of all mobile phones and cameras within the nursery and how these are stored securely, in order to protect children's welfare
- ensure that staff establish children's starting points, identify children's next steps in learning based on regular observation and assessment, and use this information effectively to plan interesting and challenging activities that help children to make good progress in their development.
- monitor the educational programmes to enable staff to identify gaps in children's learning in order to implement appropriate strategies and interventions, including skilled questioning techniques, to help all children make appropriate progress in their learning, particularly children who are learning English as an additional language.
- improve the programme for children's physical development by modelling and teaching children effective hygiene practices, and by improving opportunities for outdoor physical exercise and fresh air, so that children learn more about living healthy lifestyles

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

- develop routines to reduce interruptions to children's play, so that they can concentrate well on their activities and experiences and fully develop their own interests and ideas.

Inspection judgements

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

Children enjoy their time at the nursery, move about freely and are well behaved. This is because the staff provide children with a variety of activities so children choose what to play with. This approach means children make their own decisions about what to do. Staff provide activities to help children learn early ideas in mathematics, including mathematical vocabulary. For example, children identify shapes when asked. They are excited to learn

the word for 'rectangle'. Children make patterns on peg boards and decide to use particular colours and layouts. They count confidently to ten and begin to estimate how many pegs they will need for their patterns. Children enjoy making plans to create new shapes.

Staff teach children to use the resources respectfully and carefully; children tidy up spontaneously when they drop pegs on the floor. Children listen to stories attentively and to staff instructions. This provides some suitable preparation for the next stage in learning. However, when staff use the instruction to 'put hands on heads' when it is tidy up time before everyone has a snack, this is done without warning and some children are interrupted in their play. This system does not allow children to develop their interests and ideas fully and to complete these to their own satisfaction.

Staff plan a range of group activities. These include singing and doing actions during a phonics session which children enjoy and that helps with their literacy, speaking and listening skills. Unfortunately, however, staff do not plan such sessions to meet the needs of all those children participating, such as the younger ones or for those learning English as an additional language. This lack of planning means that teaching does not help all children progress in their language and communication development.

Children evidently enjoy the company of staff, talking and smiling with them and sharing their thoughts when staff join in play. Staff engage with children supporting their imaginative play, such as when having 'tea parties'. Children proudly show staff their constructions with modelling bricks, knowing staff will value these.

Staff give children an opportunity during the morning to go outside into the playground. Here, children confidently use wheeled toys, and run and jump, demonstrating their developing physical skills. Staff do not give all children this opportunity to go outside during the morning, however, and some have to wait until the afternoon session. This means they do not have a chance to partake in any vigorous exercise for several hours, which does not meet the needs of children who are keen to be physically active. Staff do not provide further learning opportunities outside currently although the manager has made many positive changes to the outdoor provision.

Although staff provide activities for each of the required educational programmes through providing some suitable activities for children, overall, staff interaction lacks sufficient challenge to help learning move forward. Staff do not intervene to extend the quality of the learning experience and, as a consequence, some children do not make progress in their learning. Some learning opportunities are missed, for instance at mealtimes, when children are left sitting for periods of time with nothing to do.

Staff do not follow any system to establish children's starting points and do not do regular observations or assessments of children. This means staff are not always aware of what children can do or what is the next step in their learning. Hence, they cannot plan specific activities to capture children's interests or to extend their learning. Their planning for the day is varied but is not sharply focused on individual children's needs especially for those children learning English as an additional language. This means that, overall, not all

children are sufficiently prepared for their next stage of learning.

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

Children are happy and settle quickly into the nursery. Warm, caring staff, who have a gentle and sensitive approach, greet children, which helps children feel safe and secure. Staff set out activities ready for the children's arrival. Children play happily with toys on the floor or on the tables. Staff teach children to use the toys carefully and to share them with others. Children talk to each other, sometimes in their own languages, and use their names correctly. They are concerned when a child is upset which shows they are developing empathy.

Children sit at the table together for a group snack. They take turns well and staff teach them to pour their own drinks which helps promote their independence. Staff miss opportunities to teach good hygiene practices consistently, however. Staff do not routinely ask children to wash their hands before snack, for example, and they do not always wipe tables after the morning's activities. Staff do not always monitor whether children have washed their hands after using the toilet. This means children are not learning about the need for appropriate personal hygiene practices in the programme for their physical development, so they understand why and when they need to wash their hands. Staff provide a hot, freshly cooked lunch that meets all children's nutrition needs.

Although each child has a key person, the two members of staff both know all the children's emotional needs well and can support them in play situations. There are times, however, when staff miss opportunities to promote children's communication and language development, particularly for hearing or practising English, or listening to how words can be used in different ways to express feelings or intentions. This is particularly so for children learning English as an additional language. This lack of support hampers their progress in preparation for the next stage of learning.

Staff make clear their expectations. The children behave well as a result, and are responsive to staff when asked to follow instructions or join in group times. This type of teaching helps prepare children for their eventual move to school. Staff acknowledge this good behaviour and praise children for sharing. Staff do not have any strategies to prepare children for changes in the daily routine or to check whether children are ready for a change of activity, and sometimes interrupt their play. For instance, children may be in the middle of a conversation or thinking of ideas about their next action when they have to suddenly stop what they are doing. This interruption does not allow children to be ready for such changes or to develop concentration and feel that their creations are valued.

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

The manager is aware of the responsibilities for meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has procedures in place for safe emergency evacuation and the secure collection of children when sessions are over, which help keep children safe. However, the register does not record the times that children arrive and depart, and hours of attendance are not recorded accurately as required. In this small nursery, however, staff are aware of who is present owing to the small number of children involved, so the impact of this potential safety concern is lessened.

Most policies and procedures are well documented and implemented so showing that staff know their roles and responsibilities. The safeguarding policy does not have a section on the use of mobile phones, however. Again, there is little impact because staff know the policy and visitors, for example, hand in mobiles for safekeeping. Nevertheless, this is a further breach of the requirements. The manager carries out daily risk assessments and has noted and reported a hazard in the outside play area, showing that the system works to reduce risks to children's safety.

The management's monitoring of the educational programmes is weak and this is having a significant impact on the children's learning and development. The assessment system is ineffective and does not lead to effective planning for the next steps in children's development. The manager's use of the Wiltshire self-evaluation form has been useful in identifying certain areas of practice for development, such as the outside space. This has resulted in some changes and improvements. Other actions identified for improvement have not been tackled effectively; for instance, the need for intervention for children who have been identified as having speech and language difficulties or who learn English as an additional language. The result is that staff are not meeting the individual needs of these children and their progress is inadequate because gaps in achievement are not closing.

Staff work closely with outside agencies to gain ideas of how to support children and their families and they have close links with the school. The local early years advisory teacher has worked with staff in order to assist in the monitoring and improvement of the provision and staff have received training in language development as a result of the last advisory visit. It is too soon, however, to see improved progress. Staff have regular appraisals and benefit from informal supervision meetings. All staff have had necessary safeguarding training and are qualified in first aid, which helps to keep children safe.

Parents speak well of the nursery. They say that the manager tells them what has happened throughout the day and that they feel comfortable talking about their children with her. They are aware of the information the manager provides about the nursery and local services. The manager works hard trying to establish effective partnerships with parents.

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:

- keep records of the following and retain them for a period of at least two years: a record of the children's hours of attendance
- keep records of the following and retain them for a period of at least two years: a record of the children's hours of attendance

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	EY401051
Local authority	Wiltshire
Inspection number	831061
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	29
Name of provider	Sarah Louise Williams
Date of previous inspection	24/05/2010
Telephone number	01225774647

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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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