

Inspection date	15/11/2013
Previous inspection date	15/04/2010

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
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

- Children's safety is at risk because management do not take effective action to minimise potential hazards.
- The provider has failed to tell Ofsted about changes to the partnership and household members, as required.
- The provider has failed to ensure staff are suitable by conducting robust checks and by putting in place suitable supervision, training and support for staff to develop their skills.
- The provider has failed to ensure there is a named deputy capable of taking charge when the manager is absent.
- The staff caring for younger children have a weak knowledge of the learning and development requirements and do not engage in a way that provides children with appropriate levels of support. In particular, they fail to plan and provide activities to engage and challenge the young children.
- Self-evaluation and monitoring is ineffective. The provider has failed to recognise or address staff underperformance which impacts on children's safety and well-being and their capacity to learn.

It has the following strengths

- Children benefit from daily outdoor activities in the large garden.

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 throughout the nursery.
- The inspector spoke with staff and the provider.
- The inspector carried out a joint observation with the provider.
- The inspector sampled documents including policies, risk assessments, children's records and staff suitability records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Karen Prager

Full report

Information about the setting

Hillsborough Day Nursery After School & Holiday Club opened in 1995 and is privately owned. It operates from the downstairs area of a family home in Bishopstone, some seven miles from Swindon, Wiltshire. All children have access to a secure play area, as well as a 'forest' area for outdoor learning. The nursery is open each weekday throughout the year with the exceptions of public holidays, from 8am to 6pm. An After School and Holiday Club are also available.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 37 children aged from birth to the end of the early years age group on roll, some in part-time places. There are also older children attending who are in the After School and Holiday Club. The nursery provides funded early years education for three- and four-year-olds. There are six members of staff, five of whom hold early years qualifications and the sixth is a qualified at level 3 Forest leader. The nursery also employs a cook and a gardener.

What the setting needs to do to improve further

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

- implement effective systems to ensure that practitioners, and any other person who is likely to have regular contact with children, are suitable, including by ensuring they have a suitable criminal records check
- improve staff's knowledge of the learning and development requirements, particularly those caring for younger children, in order to consider the individual needs, interests and stage of development of each child, and use this information to identify their next steps and plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
- ensure there are appropriate arrangements in place: for the supervision of staff who have contact with children and families, which includes opportunities for staff to discuss any issues, particularly concerning children's development or well-being; to identify solutions to address issues as they arise and to provide coaching to improve staff's personal effectiveness
- ensure there is a named deputy who is capable and qualified to take charge in the manager's absence
- establish an effective key person system to ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents
- ensure all areas of the premises are safe for children to use, particularly the outdoor areas
- improve self-evaluation systems and use this to drive future improvements by identifying the settings strengths and weaknesses accurately and taking appropriate action to address these

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

Children do not make sufficient progress in their learning because staff do not plan and provide a suitable range of activities to build on what children already know and can do. The quality of teaching and support for children's individual learning varies considerably across the setting. All staff do not use observations and assessments effectively to track

children's progress. Some staff fail to track children's learning regularly or with enough rigour and focus. In addition the support staff provide for children is not always adequate. This is particularly evident in the care of younger children. This is because staff caring for the younger children lack the necessary knowledge and understanding about their role in supporting children's development. The children aged under three years explore the resources available to them but are not shown how they can be used by staff. Staff in this age group are seen supervising the children rather than interacting with them. They fail to embrace learning opportunities and as a result this affects the young children's progress

All children gather together at the start of the nursery day. Staff offer a warm greeting but then fail to provide interesting activities and use resources to engage children. For example, children present share one basket of bricks and are provided with crayons, most of which do not work as they require sharpening. Nevertheless, some children sit for some time during the day considering their drawing and talking to a staff member about what they are doing. The staff member leads a group time when children sing songs together. Children show they enjoy this and that they are familiar with the songs. Children learn about books when they sit and listen to a story with a member of staff. Children gain an understanding of the world through exploring a range of different media and materials. They sit together to paint and feel the different textures of objects in the treasure basket. Outside children play with water and leaves. They watch the leaves blowing from the tree and mimic this with collected leaves.

Outdoor play plays a significant part in the children's day particularly the older children who spend very little time indoors. They explore the 'Forest area' within safe boundaries. They learn where they can play and to respond quickly when called. Children enjoy finding items that are heavy or light. They carefully position planks on a log and balance with their friends to see who is the heaviest. Staff support children as they shape mud and consider what they are making. The lodge provides a cosy indoor space where the older children can select resources from open shelves and sit at a table for activities. Children share toys well. They choose cars to roll down a tube and watch to see where they go. Children develop relationships with each other and play together in the cosy corner. They consider size and shape as they adjust the netting to cover them and form a den. However, staff involvement throughout the day is minimal as they spend most of the time overseeing the children rather than supporting them in their play.

Staff talk to parents when the children first start to attend so they are familiar with what children like to do and their care routine. They do not routinely inform parents and carers how they can share learning at home, as required. This fails to support children's ongoing learning and development. Staff are aware of the requirement for them to complete a progress assessment for children who are between two and three years. They have completed these and provided parents with a copy.

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

The key persons system does not meet the needs of all the children attending, particularly the younger children. Children in the pre-school age generally settle well and receive

suitable levels of support from staff who are interested and involved in their play. Staff caring for these children are adequately deployed to support children's needs.

Staff caring for the younger children comfort children when they cry. They hold them on their lap and rock them to sleep in a pushchair or cot. However, some children show they are unsettled for much of the morning and staff do little to engage the children in interesting activities and enjoyable experiences. This does not support children's emotional well-being and help them prepare for changes in their life.

The range of resources is generally adequate to support children's development, though at times staff do not make sufficient resources available, as they do not sufficiently plan for children's learning. The environment and resources are generally in good condition; however children's safety is at risk because staff do not effectively reduce potential risks to children. Staff talk to children about keeping safe, for example they learn boundaries about where they can play within the Forest area and to only go near fire with a grown-up. However not all identified risks are minimised. For example, children run around the garden with their friends playing very close to the summerhouse that has been identified as hazardous. This compromises their safety and welfare.

Staff provide food cooked in the nursery. Meals and snacks are largely healthy and nutritious with only the occasional 'treat' on special occasions. The younger children often eat outside and dress up warm for this so they do not get cold. Children learn independence as they manage getting their clothes on and off as they go in and out of the building, and learn to manage the toilet and washing their hands by themselves.

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

The inspection was carried out following concerns that manager and provider do not have relevant knowledge or qualifications. Also that there is poor organisation and risk assessment and that education, planning and assessment is not sufficient. At the inspection we found that the provider has a poor understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. In addition, she does not make sure staff have the appropriate understanding of how to plan and support learning. Children's individual next steps and learning needs are not identified or planned for and staff do not provide challenging and enjoyable experiences for the younger children.

The leadership in the nursery is in a state of transition. There has been a recent change to the manager. She has taken some positive steps to improve the provision for children and the quality of staff practice, though it is too early for this to be fully effective. For example, systems to observe and assess the children's learning and planning for activities and their future have been shared with staff, but they are not fully embedded. This means that information is not easily shared between all staff and the progress children make has not been monitored. Currently, not enough is being done to monitor staff practice and identify training needs to enable staff to fulfil their roles successfully.

The newly appointed manager has taken some steps to deal with weaknesses. For example policies and procedures for safeguarding children and for complaints have recently been updated in line with requirements. Risk assessments have also been recorded which provides a clear record of areas of danger and steps staff should take to keep children safe. However although the risk to children from low-level glass in the summerhouse has been identified and the manager believes children are prevented from playing near the glass staff fail to follow the guidelines. This means children's safety is not sufficiently promoted. The provider has failed to notify Ofsted of a change to the partnership forming the registered person. This is an offence. The provider also does not have a robust system in place to ensure the suitability of staff as required.

The provider works with the manager and the local authority to identify areas of strength and areas to improve. However, this has not been adequate in ensuring the quality of provision for children's welfare and learning and development is good enough and improves over time. For example, at the previous inspection it was recommended that the partnership with parents be improved so that a full account of children's abilities can be used towards their individual learning plans. This has not yet happened. Parents receive a verbal update on how their child has enjoyed the day, and the activities they have done. They also receive monthly newsletters however information about children's learning and development is not shared on a regular basis with all parents. Staff have some positive relationships with other carers, and pass on information when children leave to attend another setting, such as 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:

- establish effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with children is : suitable to work with children which includes obtaining an enhanced Criminal Records Bureau check; of integrity and good character; suitably skilled and experienced; physically and mentally fit for the work (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure Ofsted is informed of the name, date of birth, address and telephone number of any partner (compulsory part of the Childcare Register)
- establish effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with children is : suitable to work with

children which includes obtaining an enhanced Criminal Records Bureau check; of integrity and good character; suitably skilled and experienced; physically and mentally fit for the work (voluntary part of the Childcare Register)

- ensure that all necessary measures are taken to minimise any identified risks (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	109117
Local authority	Swindon
Inspection number	940324
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	37
Name of provider	
Date of previous inspection	15/04/2010
Telephone number	

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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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