

# Fernbank Nursery Ltd

Lammack County Primary School, Lammack Road, BLACKBURN, Lancashire, BB1 8LH

<b>Inspection date</b>	15/11/2013
Previous inspection date	29/01/2009

<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 manager has not reported a serious incident regarding children's safety to Ofsted as required.
- The roles and responsibilities of the committee, manager and staff are not clearly defined, disrupting the staff team and the daily experience of children in the setting.
- The monitoring and reviewing of staff performance is not yet rigorous enough by the manager or the committee to ensure staff get the training they need to improve the provision for children.
- Staff who have concerns about the conduct of colleagues are not given appropriate messages about the options available to them. The whistleblower policy is out of date and does not provide accurate information for staff to follow to safeguard children.
- Procedures to safeguard children are not always followed and a recent incident saw three children left outside unsupervised. Also procedures are not followed to ensure all adult, children and visitors can be accounted for in an emergency.
- Partnerships between key persons and some parents are not secure enough to ensure any development concerns are discussed and children receive the specialist support they may need.

### It has the following strengths

- Staff interact well with children, extending their vocabulary and supporting them to participate in discussions.

## 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 in the playrooms and outdoors and viewed all areas of the nursery.
- The inspector held discussions with the manager, the chair of the management committee, staff, children and parents at appropriate times during the inspection.
- The inspector looked at a range of records, including written policies, information about staff qualifications and checks and children's learning and development records.
- The inspector took account of the views of parents spoken to at the time of the inspection.

## Inspector

Linda Shore

## **Full report**

### **Information about the setting**

Fernbank Nursery has been registered since 2008. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built building within Lammack County Primary School in the Blackburn area of Lancashire, and is run by a management committee. The nursery serves the local area and is accessible to all children. It operates from one main playroom, partitioned to accommodate children of different age groups and there is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including the manager and two other members of staff qualified at level 5. The nursery opens Monday to Friday all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 77 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

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

- ensure the committee, staff and manager are clear about their roles and responsibilities to ensure the overall quality of provision meets the needs of all children attending
- ensure that regular appraisals are carried out to identify training and support needs for the manager and staff. Ensure that robust supervision arrangements are in place and clearly focus on the effectiveness of staff practice and foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues
- ensure all staff are aware of the correct procedures to follow if they have concerns about a colleague or manager and update the whistleblower policy to provide clear information, including the name of the current committee member designated to address these concerns
- ensure that reasonable steps are taken to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, for example, by, ensuring that systems are in place to be able to accurately account for all staff, children and visitors in the building.

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

- strengthen the key person system so that relationships with all parents are secure enough to discuss and address sensitive issues, such as developmental concerns.

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

Staff have a sound understanding of how to plan for children's differing needs. For example, planned use of programmable toys for young children is enhanced to meet individual needs by adding mathematical concepts, such as direction; left, right and forward. Observation of children's play and links to the next steps in their learning are relevant and appear in planning. Provision is made for all children to have one-to-one time with their key person over the course of the week to ensure activities are well targeted at meeting their individual learning needs. This system of observation, assessment and planning has been recently introduced and staff are in the early stages of implementing this effectively. Assessment of children when they start includes information received from parents along with staff observations and the required progress check at age two is carried out. Staff working with the children engage in their play and learning, which helps

them support children's emerging interests. Children develop a sense of pride in their achievements as they help to collate and annotate their own records of learning.

Most children are confident and sociable. They enjoy playing with their friends as they actively play alongside and engage with each other well, for example, as they investigate the natural resources in the exploratory area. Children have opportunities to learn about the natural world as they grow fruit and vegetables outdoors. They learn that some foods grow at different times of the year and harvested vegetables are roasted for everyone to try. Staff discuss other children and families who do not have the advantages they do, and support them to understand that they can help through charitable work. This supports children's understanding of the wider world. Children's physical development is supported well with both indoor and outdoor activities. They play outdoors every day, honing their skills as they climb, ride, write and construct. As they dance and move to music, staff introduce directional language, such as, 'up', 'down' and 'sway side to side'. This helps children learn the vocabulary they need to describe what they see and do.

Children with special educational needs and/or disabilities are well supported through partnership working with other agencies to ensure their needs are met and most parents input into their children's learning through their home-link comments. However, staff do not have highly successful strategies in place to engage all parents. This hinders the opportunities for collaboration, to provide quick and effective assessment of possible development concerns, which may have impact on some children's readiness to move onto school.

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

Children are generally settled and are confident to explore the surroundings in the nursery. Staff talk to children about being safe during the day, for example, as they learn not to run indoors and to make room around them before they do their song and dance. However, this is not underpinned by staff as safeguarding procedures are not robust. For example, a recent incident saw three children left outside alone in the playground unsupervised. This places children at serious risk. Staff, and particularly key persons, develop suitable relationships with children as they understand the importance of supporting children's emotional well-being. Staff work with parents when settling new children into the nursery, therefore, they are suitably informed about the child's care, likes and dislikes. This generally helps staff in planning some activities for new children, based on their interests. However, the effectiveness of the key person system is not as strong when it comes to engaging parents in children's ongoing learning and development.

Children's health and well-being are promoted through daily routines and activities. Children wash their hands before they eat and staff teach them that germs on their hands could make them ill. They play outdoors daily for fresh air and exercise and learn to identify the effects on their body as they lay down and feel their heartbeat slow down. They have healthy school dinners or parents meet their nutritional needs by providing a packed lunch. Staff interact well with children at meal times, discussing their food and healthy options. This helps children enjoy meal time as a social occasion as they learn how

to keep themselves healthy.

Children have access to a range of activities, resources and equipment. They build confidence in their own abilities as they make choices about what to play with. Children generally behave well as staff are suitable role models. Any minor behaviour issues are managed well by attentive staff and procedures to monitor more serious behaviour concerns are in place. Good links are established with the host school, and arrangements for children moving onto school are suitable. Therefore, continuity of care and transitions are generally supported as most children are gaining social, emotional and physical skills, ready for the move on to the school.

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

Safeguarding procedures are not always followed in the nursery. For example, the manager does not always sign in and out of the building to ensure everyone can be accounted for in an emergency. Risk assessments are in place and staff are generally vigilant with regard to the safety of the setting and supervision of children. However, there has been a recent serious incident, where three children were left outside unsupervised. Although, this issue has been suitably addressed and strategies put in place to prevent it happening again, the incident has not been notified to Ofsted as is required.

The inspection was brought forward after concerns were raised with Ofsted about children left alone in the playground and the effectiveness of the management of the setting. This is in regard to the performance management of staff and the role of the committee. The nursery manager and the management committee are responsible for the safe and efficient management of the setting. However, this partnership has not been effective at managing the setting and ensuring that the manager and staff are working together for the good of all children at the setting. The management committee has recently appointed a new chair and Ofsted have been notified of this, as required. The understanding of the roles and responsibilities of the manager, the staff and the committee are unclear and as a result the quality of the provision is adversely affected. The appraisal system is inconsistent and supervision of staff is not robust. There are limited systems in place to monitor and assess staff's individual effectiveness and foster an environment that promotes effective learning and meaningful play opportunities for children. The lack of clarity with roles means that some staff are not confident to take concerns to the management committee, if they feel it is inappropriate to discuss them with the manager. This is exacerbated by an outdated and confusing whistleblower policy, which means that staff do not receive clear messages about the options open to them and who to contact, in order to appropriately safeguard children if they believe practice is inappropriate. Staff do, however, understand the signs and symptoms of abuse that children may display.

Children play in a safe environment which is checked daily for any hazards. There are sound recruitment, vetting and induction procedures in place to ensure staff are suitable to work with children. The required staffing and qualification ratios are met. Information about children is complete and stored securely onsite. Parents spoken to on the day of inspection are complimentary about the nursery. Comments include that children's

confidence is being supported well, they are informed about their children, and staff are friendly and approachable. However, the relationships between staff and some parents are not always secure enough to ensure children always get additional help and are provided with continuity of care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	EY372066
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	938548
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Fernbank Nursery Limited
<b>Date of previous inspection</b>	29/01/2009
<b>Telephone number</b>	01254297326

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

