

The School On The Green

Pavilion Nursery, Penn Street, AMERSHAM, Bucks, HP7 0PX

Inspection date

09/01/2014

Previous inspection date

22/05/2009

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	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

- Staff do not have a secure understanding of safeguarding or reporting procedures. They have failed to implement the safeguarding policy, which has placed children at risk. The provider has not ensured that suitability checks have been completed on all staff and there is no system to check the ongoing suitability of all staff.
- The provider is in breach of a number of legal requirements, including the failure to gather permission for outings; maintain a daily record of children's attendance; keep a record of complaints and allowing untrained staff to treat injuries. This compromises children's safety and well-being.
- Staff do not fully include children's specific next learning steps in their planning or share these regularly with parents so that they can become active partners in children's learning.
- Self-evaluation and monitoring procedures of the nursery provision are ineffective. The provider has failed to identify and urgently address a number of key issues. requiring improvement.

It has the following strengths

- Children make suitable progress in their learning across all educational programmes because staff support them appropriately in a variety of experiences .
- Children's behaviour is managed well. Staff teach children to be kind, take turns and encourage them to develop suitable levels of 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.

Inspection activities

- The inspector observed activities in the main room of the nursery and the outdoor area.
- The inspector held a meeting with the manager and the owner/provider.
- The inspector spoke to staff about their understanding of the nursery's policies and procedures, and children's progress.
- The inspector looked at children's observation, tracking and assessment records, planning documentation, evidence of suitability of staff working with children and a range of other documentation.
- The inspector took into account the views of parents and carers.

Inspector

Melissa Cox

Full report

Information about the setting

The School On The Green registered under its present ownership in 2008. The nursery operates from two rooms in a cricket pavilion in a village, near Amersham. The premises are accessed by three steps. The nursery primarily serves children from the local and surrounding areas.

The nursery is currently on the Early Years Register. The nursery is open each weekday during term time only. Morning sessions are from 9am to 12 noon with a lunch club option until 1pm each day except Friday. Afternoon sessions are from 12 noon until 3pm, Monday to Thursday. There are currently 29 children aged from two to five years on roll. There are eight staff, including the owner and a manager, the majority of whom hold appropriate early years qualifications. The manager has qualified teacher status. A peripatetic teacher provides French, yoga and football sessions once a week.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

- train all staff to understand the safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues, including identifying signs of possible abuse and neglect at the earliest opportunity with particular regard to being alert to any issues for concern in the child's life at home or children's comments which give cause for concern
- ensure all staff have regard for the Government's statutory guidance 'Working Together to Safeguard Children', in order that any concerns about children's safety or welfare are notified to agencies with statutory responsibilities without delay
- maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

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

- ensure you record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records disclosure, reference number, the date a disclosure was obtained and details of who obtained it)
- ensure all practitioners have appropriate qualifications, training, skills and knowledge and have a clear understanding of their roles and responsibilities, with particular regard to the designated role for safeguarding and first aid
- ensure that staff know that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children
- keep a daily record of the names of the children being cared for on the premises and their hours of attendance and the names of each child's key person
- obtain written parental permission for all children to take part in outings
- 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
- keep a written record of any complaints

- use information gained from assessments of individual children's progress, to plan challenging activities which support children's individual next steps in their learning and share these with parents.

Inspection judgements

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

The nursery staff offer children a daily range of activities and experiences which enable them to explore and learn through play. Overall, children make steady progress in their learning over time. The planning system and range of activities on offer ensure that there is a suitable balance of adult-led and child-initiated experiences across the seven areas of learning that support children's play and interests. Records show that children's starting points are in line with the expected age range or higher for most children attending. However, while staff are supporting children to make further progress by providing them with a range of planned activities, these do not always focus specifically on what children need to do next in their personal learning. This is because staff tend to plan and provide activities with groups of children in mind and place less focus on individual learning needs and specific next steps. As a result, the planned activities do not always provide enough challenge for individual children or help them make consistently good or better progress towards their personal targets. However, overall, children are actively engaged in a variety of activities that they enjoy and which help them express themselves creatively, imaginatively and musically. This is because, since the last inspection, staff are now making better use of children's interests and are more supportive of children leading their own play.

There are good opportunities for children to choose their own resources and regular opportunities for children to engage with staff in purposeful ways, which benefits their learning. For example, staff are actively involved in children's play and most staff support this in a purposeful way to extend learning. Occasionally, some staff take over or lead children's play too directly. This means that children miss opportunities to think things through and arrive at solutions for themselves. However, staff generally interact suitably with the children, which provides a positive learning environment for children overall.

Children's communication and language development is promoted across the nursery. Staff model language well when they talk and interact with the children. They use a variety of strategies to capture children's attention and develop their listening skills, such as tasks in smaller groups to promote speaking and listening skills. Children act out real and imagined experiences with toys, such as dinosaurs and trains. Staff teach children basic mathematical language, for instance 'bigger' and 'smaller', which helps children gain a sense of size. They enable children to experiment with quantity and measure in the water tray and count or weigh colourful bears in a game that further supports their early mathematics skills.

Staff keep parents suitably informed of their children's progress. Parents are adequately

involved in their children's learning through newsletters and the parents' information and topic board. Children's learning folders are shared regularly and parents receive a written report at the end of the summer term from their children's key person that highlight the progress they are making. However, while staff identify children's next steps in learning and include these in their planning, they do not share these with parents. This weakness means that parents are not fully included in their child's learning because they are unable to work towards their children's next learning steps at home. Overall, children acquire satisfactory skills appropriate to their age and this helps to prepare them for future learning.

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

Children are settled and have friendly relationships with staff. They come into the nursery smiling and greet staff with confidence. There is an established key person system within the nursery, which encourages children to develop secure attachments with staff and each other. However, staff do not always act promptly when they note a change in children's behaviour or when children tell staff about their concerns or worries. As a result, children's well-being is compromised and it affects how secure they feel.

Staff encourage children to develop both independently and emotionally in readiness for their next stages in learning and the move to school. Regular nursery routines help children to develop an understanding of their own care needs and teach children to develop their self-care skills. For example, they learn about the importance of washing their hands after using the toilet or engaging in messy play, and before snack and mealtimes. Children are provided with a good range of toys and equipment, which they are able to select as they wish. This helps children to become independent learners and lead their own play, which again helps in their preparation for school.

Staff teach children to behave well and children's understanding of acceptable behaviour is good. Staff use praise and encouragement regularly to promote children's positive self-esteem and to develop their sense of achievement. They encourage children to take turns, share, listen and to be kind to each other. As a result, children make a positive contribution to the nursery as they display polite and cooperative behaviour.

Children learn about eating healthily through the provision of nutritious and healthy snacks. They are developing their awareness of keeping safe as they practise fire evacuation procedures to help ensure that all they know what to do in an emergency. Regular outdoor play and weekly yoga sessions help children gain a healthy appreciation for exercise. Children follow verbal instructions well as they stretch or relax on their yoga mats. They enjoy exploring the outdoor areas as they go on an imaginary bear hunt or jump in the muddy puddles.

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

This inspection took place following concerns raised with Ofsted about the provider's responsibility under the Data Protection Act to register with the appropriate agency. In addition, a concern was raised about how staff work with other agencies to promote the welfare of children in the nursery. This inspection found that the owner, as the provider, had taken some action to address the safe storage of information by registering with the Information Commissioner's Office to meet their responsibilities under the Data Protection Act. Safeguarding responsibilities have not been met, however, because the provider does not make sure that staff understand the nursery's safeguarding policy and know how to implement it to protect children's welfare. Staff are neither confident in how to recognise the signs and symptoms that give cause for concern about a child's well-being, nor do they know the appropriate action to take if concerned. This lack of knowledge led to delay in reporting a number of safeguarding concerns to the appropriate agency. This has compromised children's well-being. In addition, the owner and the manager have not attended recent safeguarding training to keep their knowledge of child protection updated. They have failed to follow the nursery's safeguarding policy and its stipulated procedures, including those for reporting and sharing records with other agencies in a prompt and professional manner. Consequently, children's welfare cannot be assured as staff at the nursery are unable to safeguard children adequately. As a result, Ofsted intends to issue a number of welfare requirement notices.

Children's safety and well-being are compromised further because the provider has failed to ensure that an enhanced Disclosure and Barring Service check has been obtained for adults who visit the nursery on a weekly basis to deliver specific sessions to the children. Although they are not left unsupervised with children, it is a requirement to obtain a check for all such adults. An enhanced Disclosure and Barring Service check has, however, been obtained for all staff who work with the children. While this ensures their suitability at the time the check was completed, the provider currently has no system for staff to report any changes to their suitability since the check was completed. These are clear breaches of safeguarding and welfare requirements, which have a negative impact on the safety of the children.

Suitable systems are in place to ensure that the environment children play in is adequately maintained to promote their safety. Staff conduct daily safety checks to address any immediate safety concerns and both the manager and owner undertake annual risk assessment to ensure health and safety responsibilities are met. Accident records are kept as required and information is suitably shared with parents. However accidents are often dealt with by a member of staff who is not trained in first aid although, overall, a suitable number of staff hold suitable current first aid certificates. Treatment undertaken by untrained staff does not support children's good health.

The provider's self-evaluation procedures are poor. Current procedures are not effective in monitoring and evaluating the effectiveness of how the safeguarding and welfare requirements are implemented. Although the provider and manager have recently completed a written evaluation of the nursery, they have failed to identify several key weaknesses within their practice. These include monitoring how staff maintain regulatory documentation, such as the daily attendance register, which has not been suitably completed. Staff have failed to obtain written permission for children to engage in outings to the field area that surrounds the nursery. They do not keep a written record of

complaints. These are both breaches of legal requirements. Parents have some opportunities to give their views on the care provided through questionnaires and discussions at parents' evenings or through talking to staff. However, a poor regard to maintaining records and sharing important information promptly with local agencies, means that the needs of the children are not met.

Although the safeguarding and welfare requirements are not met, there are suitable systems in place to monitor the learning and development requirements. The manager regularly monitors children's progress and suitably mentors staff to improve their practice. Although there are still some inconsistencies in the quality of teaching, these are steadily being addressed through performance monitoring systems including regular supervision meetings, which have been introduced recently. This means staff are developing their confidence in planning and supporting children's next stages of learning. Some improvements in the quality of assessments, outdoor learning opportunities and levels of progress have been noted. This demonstrates a positive commitment to improvement for children in their learning; nevertheless, more work remains to be done.

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	EY385715
Local authority	Buckinghamshire
Inspection number	949495
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	29
Name of provider	Kathryn Morris
Date of previous inspection	22/05/2009
Telephone number	01494715518

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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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