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Blackley Village Manor Nursery
1027 Rochdale Road
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Our Reference EY263735

Dear Village Manor Nurseries Ltd

Monitoring for provision judged as inadequate

An Ofsted inspector, Joan Isabel Madden, monitored your provision on 21/03/2014 following your inspection where the provision was judged to be inadequate.

Outcome of monitoring

As a result of our inspection on 29/01/2014, we sent you a welfare requirements notice. The actions you were set are included at the end of this letter.

The welfare requirement notice required you to:

ensure that all staff are trained to understand the nursery's safeguarding and whistleblowing policy and procedures, and have an up to date knowledge of safeguarding issues (W1.1 3.6 Child Protection).

ensure that regular staff appraisals are carried out on all staff including senior members of staff. These should include systems for monitoring practitioners to ensure that the quality of teaching is consistent across the nursery and educational programmes are being delivered to meet the individual needs of all children. (W 3.2 3.22 Training support and skills).

In addition to the welfare requirement notice we sent you a notice to improve that required you to:

include an explanation on the use of mobile phones and cameras in the safeguarding policy and procedure.
(W1.1 3.4 Child Protection);

introduce educational programmes that cover the seven areas of learning and provide interesting and challenging activities for the children to ensure they remain enthusiastic and engaged throughout the sessions (Learning & Development 1.6).

have and implement a behaviour management policy, and procedures. A named practitioner should be responsible for behaviour management in every setting. They must have the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary. (Managing Behaviour W7 3.50)

introduce systems for observation and assessment which enable practitioners to plan and shape learning experiences for each child to meet their individual needs and interests and support them to make progress and close gaps in learning (Learning & Development 2.1 & 2.2)

ensure staff undertake the progress check at age two by reviewing children's progress, and providing parents with a short written summary of their child's development (Learning & Development 2.3)

ensure practitioners have a good understanding of the learning and development requirements to enable them to support the children to make progress and close gaps in learning, particularly for children who are underachieving, in order to prepare them for their next stage in learning and school (Learning & Development 1.12)

develop the key person system to ensure that children are provided with plenty of opportunities to establish secure bonds and attachments with practitioners to support their emotional well-being (Key person W4 3.26)

Two inspectors, Joan Madden and Stephanie Nixon, monitored your provision on 21 March 2014, following your inspection where the provision was judged to be inadequate with enforcement.

The inspectors found staff to be suitably vetted. The requirements for ratios and staff qualifications were met on the day.

By interviewing a cross section of staff, the inspectors were satisfied they have a good knowledge of safeguarding policies and procedures including their responsibilities regarding whistleblowing and are clear about who has the designated lead for safeguarding.

The inspectors found there was a clear policy on the use of mobile phones and cameras included in the safeguarding policy which is clearly displayed at the entrance to the nursery and on each play room door. Staff and visitors are not permitted to have mobile phones in the areas where children are. The inspectors found this policy to be stringently implemented with staff and visitors at all times.

Throughout the visit staff were observed employing positive behaviour management techniques; in the pre-school room staff used lots of praise and encouragement. The children were rewarded with stickers that were placed on their own personal reward charts. This system was familiar to them and they responded well. The children were all well behaved and wanted to please the member of staff.

The inspectors found that a process was beginning to take shape for staff appraisals although very few had been completed to date. This will include staff completing questionnaires on safeguarding and the Early Years Foundation Stage, senior staff monitoring the curriculum planning and making observations on staff. However, gaps were identified within the appraisal system, for example, staff are not comprehensively assessed on their ability to identify and plan children's next steps from the observations they make. Staff appraisals will be carried out by the manager, additionally the provider will also spend time with staff members to give them an opportunity to talk through the outcomes of their supervisions and what the appraisal was like. Due to gaps in the process and it not yet being fully embedded, the process for staff appraisals will be re-assessed at the next monitoring visit.

The inspectors found that the staff lack knowledge and understanding of how to link their observations of children to their learning outcomes and identifying their next learning steps. The senior staff were unaware of the appropriate reference materials available to enable staff in making these connections. This weakness directly impacts on the four actions raised that relate to learning and development and it was agreed that these actions would be reassessed at the next monitoring visit.

The inspectors found that staff and parents were clear about the allocation of children within the key worker system. The action relating to the key worker system will be monitored in more detail at the next monitoring visit along with the learning and development actions and planning for key children.

Having considered all the evidence, the inspector is of the opinion that the setting has not taken prompt and effective action to address the points for improvement.

Next steps

The next step will be further monitoring.

If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson
National Director, Early Education

Actions

Action	Due date	Closed date
have and implement a behaviour management policy, and procedures. A named practitioner should be responsible for behaviour management in every setting. They must have the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary	17/04/2014	22/04/2014
include an explanation on the use of mobile phones and cameras in the safeguarding policy and procedure	20/03/2014	22/04/2014
develop the key person system to ensure that children are provided with plenty of opportunities to establish secure bonds and attachments with practitioners to support their emotional well-being	17/04/2014	22/04/2014
introduce educational programmes that cover the seven areas of learning and provide interesting and challenging activities for the children to ensure they remain enthusiastic and engaged throughout the sessions	17/04/2014	22/04/2014
introduce systems for observation and assessment which enable practitioners to plan and shape learning experiences for each child to meet their individual needs and interests and support them to make progress and close gaps in learning	17/04/2014	22/04/2014
ensure staff undertake the progress check at age two by reviewing children's progress and providing parents with a short written summary of their child's development	17/04/2014	22/04/2014
ensure practitioners have a good understanding of the learning and development requirements to enable them to support the children to make progress and close gaps in learning, particularly for children who are underachieving, in order to prepare them for their next stage in learning and school.	17/04/2014	22/04/2014

the registered person must ensure that children receiving childcare are kept safe from harm (compulsory part of Childcare Register)	17/04/2014	22/04/2014
the registered person must ensure that children's behaviour is managed in a suitable manner (compulsory part of Childcare Register)	17/04/2014	22/04/2014
the registered person must ensure that children receiving childcare are kept safe from harm (voluntary part of Childcare Register)	17/04/2014	22/04/2014
the registered person must ensure that children's behaviour is managed in a suitable manner (voluntary part of Childcare Register).	17/04/2014	22/04/2014
ensure that regular staff appraisals are carried out on all staff including senior members of staff. These should include systems for monitoring practitioners to ensure that the quality of teaching is consistent across the nursery and educational programmes are being delivered to meet the individual needs of all children. (W 3.2 3.22 Training support and skills)	28/04/2014	
introduce educational programmes that cover the seven areas of learning and provide interesting and challenging activities for the children to ensure they remain enthusiastic and engaged throughout the sessions (Learning & Development 1.6).	28/04/2014	
introduce systems for observation and assessment which enable practitioners to plan and shape learning experiences for each child to meet their individual needs and interests and support them to make progress and close gaps in learning (Learning & Development 2.1 & 2.2)	28/04/2014	
ensure staff undertake the progress check at age two by reviewing children's progress, and providing parents with a short written summary of their child's development (Learning & Development 2.3)	28/04/2014	

ensure practitioners have a good understanding of the learning and development requirements to enable them to support the children to make progress and close gaps in learning, particularly for children who are underachieving, in order to prepare them for their next stage in learning and school (Learning & Development 1.12) 28/04/2014

develop the key person system to ensure that children are provided with plenty of opportunities to establish secure bonds and attachments with practitioners to support their emotional well-being (Key person W4 3.26) 28/04/2014