

Bright Starts Day Nursery

Westergate Community School, Lime Avenue, Westergate, CHICHESTER, West Sussex, PO20 3UE

Inspection date

10/03/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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

- The provider does not ensure that there are robust systems to check the staff team's suitability, and ongoing suitability, to work with children, or to appoint and induct new staff.
- The provider does not ensure that the staff are trained effectively in understanding the safeguarding policy, so they are not all aware of the procedures to follow in the event of a child protection concern. This means children's welfare is at risk.
- The provider does not ensure that the nursery has a named behaviour management leader to advise staff on behaviour issues. Staff do not deal with unwanted behaviour effectively, which affects children's personal, social and emotional development.
- There are inconsistencies in how the staff team observes and assesses children's progress owing to a lack of monitoring so not all children are making progress towards the early learning goals.

It has the following strengths

- The staff implement good hygiene procedures that maintain children's good health.
- Children use a secure outdoor area where staff provide stimulating, varied resources.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children interacting with staff at activities, indoors and outside.
- The inspector examined relevant documentation and some children's records.
- The inspector held discussions with the manager and other staff.

Inspector

Clare Leake

Full report

Information about the setting

Bright Starts Day Nursery newly registered in 2013. Previously it was called Westergate Day Nursery but is now under new private ownership. It operates in self-contained premises on the campus of Westergate Community School, near Chichester in West Sussex. The nursery has sole use of two playrooms, a sleep room, kitchen, toilets and staff facilities. There is an outside play area for children's use.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. It operates from 8am until 6pm each weekday, all year round. There are seven members of staff working with the children, including the manager. Most of them hold relevant qualifications and the manager has completed a degree in early years studies and holds early years professional status. The nursery supports children who learn English as an additional language.

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:

ensure the most up-to-date contact details for the Local Safeguarding Children Board are readily available to all staff, including the individual with lead responsibility for safeguarding within the setting

ensure that there is always an individual with lead responsibility for safeguarding onsite within the setting, and that this person provides advice and guidance to the staff team regarding safeguarding matters on an ongoing basis

ensure that all staff receive safeguarding training so they are able to implement the nursery's safeguarding policy and procedures, and are able to respond to concerns in a timely and appropriate manner

ensure there is an effective behaviour management policy in place that staff understand and are able to use to deal appropriately with incidents of poor behaviour, a member of staff should be responsible for behaviour management who can advise and support the staff team on behaviour management issues

ensure that all staff are suitable to care for children and have had appropriate vetting

checks completed, including Disclosure and Barring Service check.

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

- devise and implement a system to check the ongoing suitability of the staff to work with children, ensuring that the staff know what they must consider and disclose as part of this process
- ensure that induction procedures are effective in making sure that new staff understand policies and procedures, and their individual roles and responsibilities, including specifically those relating to safeguarding and behaviour management
- identify weaknesses in staff teaching through implementing an effective process for the professional development of the staff team, so they support the children's learning and development effectively
- improve the partnership with parents by involving parents effectively in their children's learning through providing information about how they can support their children's learning at home
- monitor the effectiveness of observation, assessment and planning to ensure it is consistent across the staff team, so that all staff understand how to plan for what children need to learn next
- ensure children are adequately supervised and deploy staff effectively so that all children's needs are met
- ensure all staff and children are aware of the procedure to follow in event of a fire or emergency evacuation

Inspection judgements

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

The staff team does not have sufficient knowledge to implement the learning and development requirements of the Early Years Foundation Stage effectively. Some staff spend time observing and recording the children's progress but this suitable practice is inconsistent across the staff team. This weakness affects the progress children make towards the early learning goals because not all staff know what children need to learn next and do not plan for it. This slows learning because it does not build on what children already know and can do. The programme for children's personal, social and emotional

development has significant weaknesses. There are incidents of unwanted behaviour that staff either miss, ignore or do not deal with appropriately. This means that staff do not teach children what is acceptable behaviour; consequently, they do not understand what is expected of them.

Although there are weaknesses in planning and assessment some staff are offering children positive play experiences. Staff store all the varied resources at the children's level so they can freely select the toys they wish to use. This arrangement, along with the children pouring their own drinks at lunch time, helps to develop children's independence and supports some aspects of their personal development.

Staff teaching helps children's literacy development. Staff sing songs with the children when in a group and teach them to recite an alphabet rhyme. These activities encourage the children's participation and introduce them to rhyming words and phrases. Staff offer appropriate praise to the children when they join in with the song. This praise helps some children feel appreciated and valued, so boosting their self-esteem. However, the inconsistencies in how staff handle inappropriate behaviour leaves other children unsure of how to behave, which does not boost their confidence. All children have access to a range of books and enjoy listening to increasingly complex stories. These develop children's interest in books and helps them to discover that print carries meaning, which provides some preparation for the older children's eventual move to school.

Staff help children's language development, including those learning English as an additional language. For example, they teach children to use early mathematical language during activities. Older children demonstrate their progress by counting accurately when they stack toy bricks. Children clearly enjoy their play, for instance when they build towers and laugh as these fall down. This activity helps children to develop their coordination skills as part of the programme for their physical development.

Children engage in pretend play, re-enacting real life situations, for example when they bathe dolls. Staff provide an appropriate range of equipment including sponges. However, this water-play activity is spoilt owing to children throwing water in other children's faces and staff not dealing with the unacceptable behaviour appropriately, such as by using distraction techniques. This weakness means that staff are not teaching children what is acceptable behaviour ready for the next stage in their learning.

The nursery has variable partnership with parents. Parents are welcome to visit the nursery at any time and may see their children's records on request. They can take these home to view. Parents can talk to their child's key person at any time and they are sometimes asked to share what they know about their children. However, parents are given few opportunities to contribute to their child's learning in the nursery, and are not given information that can support their children's learning at home.

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

The staff team's failure to deal with inappropriate behaviour and minor incidents affects children's emotional security. Staff do not intervene appropriately when children hit others with toys or knock over resources, such as toy easels. Such incidents lead to several children crying. Staff provide comfort to them but do not deal with the causes of the upsets. This means some children are unhappy and some children's behaviour is inappropriate for their age. Staff liaise with parents on a regular basis but share limited information about the children's development to ensure the children's continuity of care, and learning.

There are suitable settling-in routines when children first start. Staff are aware of the individual care needs of the babies. They gather information about sleep routines and dietary requirements and staff organise the daily routine to incorporate the children's individual care routines successfully. For example, one child is observed to be allowed to sleep when showing signs of being tired, in line with his parents' request. Any allergies are displayed on the board above the snack table so children are not given anything that could affect their good health.

Staff teach children to wash their hands before eating and to dry them on individual hand towels. This teaching encourages children to follow good hygiene practices to help maintain their good health and prevent cross infection. Staff encourage children to use the outside area daily. Here, staff provide a varied range of suitable, stimulating resources, some of which help children to develop physical skills, such as learning to climb, balance and pedal. However, staff do not make sure that all children use resources appropriately and treat them with care. This means children are not being prepared appropriately for school.

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

The provider does not ensure that the staff team implements the safeguarding and welfare requirements of the Early Years Foundation Stage. Although the nursery manager is well qualified, she does not use her training to manage the nursery effectively. She does not ensure children's welfare is sufficiently protected and that they make adequate progress in their learning and development. Due to significant identified breaches of the safeguarding and welfare requirements Ofsted intends to take enforcement action against the provider.

The provider fails to promote the safety of the children because the systems to check the suitability of staff who work with children are not robust. For example, appropriate suitability checks with the Disclosure and Barring Service (DBS) have not been undertaken and references are not always sought. The manager admits that she does not check ongoing suitability of staff. These weaknesses mean that children's well-being is placed at risk. The requirements of the Childcare Register are not met.

The manager states that she intends to carry out staff appraisals once a year and that she records when required training, such as first aid, is due. However, the manager is

uncertain as to when she last attended safeguarding training and some staff state they have never had such training. The nursery's safeguarding policy was last updated in 2013 and contains a statement on the use of mobile phones. However, the policy has no person named as the designated person responsible for safeguarding matters in the nursery. Staff are unsure of the procedures to follow should they have concerns about a child's welfare, and the manager is unclear about up-to-date contact details of the Local Safeguarding Children Board. The induction procedure is ineffective because it does not ensure that new staff understand their individual roles and responsibilities, including for safeguarding and behaviour management. These weaknesses demonstrate several breaches of the child protection requirements and again place children's well-being at risk.

The manager does not carry out a system of evaluation to identify the nursery's strengths and weaknesses. This means that significant weaknesses in systems and processes, for example, staff appointment, induction and behaviour management, have neither been identified nor addressed. There is insufficient monitoring of staff performance and children's progress. There are no systems to address the weaknesses in staff performance in order to improve the provision for children in relation to their learning and development. There are no development plans and there is little motivation to bring about change. The manager seeks parents' views on the nursery provision when they come into the setting and states that she intends to give them a questionnaire to complete too.

Staff meet on a monthly basis to discuss forthcoming events and ideas for activities. Staff are encouraged to share ideas on developments for planned activities and minutes are produced after the meeting. These show that safeguarding is not included as an item for staff to discuss. Overall, however, the capacity to drive improvement is poor.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement effective systems to ensure that the manager of the later years provision and any person caring for children: is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect
- ensure that children's behaviour is managed in a suitable manner.

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	EY469769
Local authority	West Sussex
Inspection number	937322
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	65
Name of provider	Bright Starts Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01243 544868

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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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