

# Kings Nursery

35 King Street, BLACKBURN, BB2 2DH

## Inspection date

21/03/2014

Previous inspection date

01/10/2013

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

4

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 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision requires improvement

- The staff work well together as a team and this helps to ensure there is a warm and welcoming environment for the children. Consequently, children are happy and secure.
- There are a variety of learning opportunities for the children, and consequently they are making sound progress in their learning overall.
- Management show a good drive towards improvement with robust action plans in place to ensure there are positive outcomes for children.

### It is not yet good because

- Children's focus and concentration is not always maintained during adult-led activities. This is because the size of the group is too large and activities are not always appropriate for all age ranges.
- The key person system does not effectively meet all children's needs as some staff do not know children and their parents well enough to fully support their individual needs.
- Risk assessments do not fully recognise potential hazards in the outdoor area with regard to the security of the setting.
- Staff monitoring is not yet sufficiently robust to prevent inconsistencies in practice. As a result, children's learning and development are not always effectively promoted.

## 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 playrooms and in the outdoor play area.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documents, the development plans, a selection of policies and procedures and children's records.
- The inspector checked staff's records of suitability and ongoing performance management.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Linda Shore

## Full report

### Information about the setting

Kings Nursery was registered in 2013 on the Early Years Register. It is situated in the centre of Blackburn, Lancashire, and is managed by a registered charity. The nursery accommodates children aged two years and over from within the local area. Children under the age of two years are accommodated in the nursery's sister setting sited nearby. The two settings work very closely together under a single manager. The provision operates from the converted premises adjacent to Kings Court. Children access an enclosed outdoor play area. The nursery employs four members of childcare staff. Of these, one holds Early Years Professional Status, one holds a degree and three hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, from 8am to 6pm. It supports children with special educational needs and/or disabilities. There are currently 25 children on roll in the early years age range.

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

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

- review the key person system to ensure that every child's care is tailored to meet their individual needs, through a meaningful exchange of information with parents
- organise the planning, provision and grouping of children to more appropriately meet the different needs of the youngest and oldest children attending the setting
- review the risk assessments and security systems while children are playing outdoors, to ensure all possible hazards are identified and minimised so that children are safe and secure and unable to leave unsupervised
- ensure that all staff receive ongoing effective supervision that provides support and coaching, in order to develop consistency of practice and improve outcomes for children, particularly in relation to their learning and development.

### Inspection judgements

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

Staff have a sound knowledge of the Early Years Foundation Stage and plan activities based on children's interests and abilities. Educational programmes cover the seven areas of learning and, as a result, most children satisfactorily gain the necessary skills in readiness for school. Staff regularly observe children as they play, which allows them to become aware of children's likes and dislikes and identify areas of development which require additional support. However, this does not consistently translate to targeted next

steps in learning for children to have the opportunity to close any gaps in learning. Therefore, planned activities do not always reflect or shape challenging learning experiences for all children. For instance, older children benefit from a group session on letters and sounds, however, younger children become bored and restless. This results in learning experiences that sometimes lack consistent challenge and are not always precisely matched to children's individual learning needs. As a result, children make satisfactory rather than good progress.

Learning and teaching are satisfactory and sometimes good. Some staff inspire children to think through all areas of play by asking open questions, such as, 'What can you smell in the air?' and 'How many more chicks can we have now?' Children access resources independently and initiate their own play. Pencils, paper and creative resources are always available so that children can write and draw at any time. They can choose books and relax on the comfortable sofa to read. Staff extend opportunities for children to communicate. Mathematical concepts are reinforced as staff seamlessly promote counting and calculating through many activities. Outdoors, children are encouraged to keep trying as they build and then balance on the obstacle course they have created. They develop an understanding of the world they live in through trips into the local community, such as the cathedral.

Staff have strong partnerships with parents and have worked hard to strengthen these links further since the previous inspection. Staff work with parents to offer a consistent approach to support children's needs, for example, providing ideas for continuing children's learning at home by explaining how to further support children's counting. Effective communication methods are in place, such as parents' evenings and daily verbal feedback. Parents are invited to be part of the assessment process. For example, they contribute to baseline assessments and the progress check at age two.

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

The key person system has been strengthened since the last inspection, however, it is not yet fully effective for all children. Some families do not have a secure relationship with a key person, such as those who speak English as an additional language. For example, staff do not always know what the child's home language is or seek ways to support this. Children are mostly happy and settled in the nursery. They have secure bonds with the staff, which builds their self-esteem and their confidence, as well as supporting a smooth transition into the nursery. Children learn how to keep safe as they take risks in a supported environment and staff remind them to take care as they balance on the boxes outside.

Given the children's ages and stages of development, they behave well. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They get down to the children's level and talk to them about their behaviour and the importance of being kind to each other. Children learn to be kind to other living things and take responsibility for others as they care for several large African snails. They also make choices about their own activities as some children decide they do not want to handle them. All resources are stored so the children can self-select them. This further promotes

their independence skills. Resources are of a good quality and clearly promote the children's learning across the different areas.

Children are learning the importance of living a healthy lifestyle as staff teach them good hygiene practices, such as washing their hands to get rid of the germs before they eat. They use soap and talk to each other about the fresh smell. Children have freshly prepared meals, which they are able to serve themselves. Staff generally talk to the children about the food they are having. They are good role models as they show children how to use the cutlery correctly and gently encourage them to try new foods. Water is available to the children at all times so that they can respond to the needs of their own body. Daily opportunities for outdoor exercise contribute further to children's good health. Such experiences help the children gain the skills necessary for their eventual move to school.

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

The inspection was prioritised after concerns were raised with Ofsted about the security of the premises. The inspection found that the risk assessments and procedures for when children play in the outside area do not identify all possible hazards. For instance, although the children are well supervised when playing outdoors, the possibility that children can move the portable fencing has not been considered. The management team are generally aware of how to meet the safeguarding and welfare and the learning and development requirements. All other necessary documents are in place for the smooth running of the setting. Staff have a secure knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child.

The required adult-to-child ratios are always met and often exceeded, and consequently children are well supervised. Robust recruitment procedures are in place to check the suitability of all staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. A comprehensive induction system is in place to support all new staff who work in the nursery. Staff benefit from regular supervision and the appraisal system identifies staff training needs. However, this is not yet fully embedded to identify all areas for staff development, such as the key person system and planning of challenging activities to ensure consistent practice across the nursery.

The nursery's self-evaluation of their practice is good. Staff involve parents by gathering their views, and they therefore feel that their opinions on the service provided are respected. The management has also sought support from the local authority and incorporated all this information into realistic development plans. Consequently, the setting has made steady progress since the last inspection and most previous actions and recommendations have been addressed. The nursery works closely with the local authority, taking up training and advice offered. Partnerships with parents are mostly good and contribute positively to children's development. This helps prepare children for the next stage of their learning.



## 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>	EY462274
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	961691
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of provider</b>	East Lancashire Deaf Society Ltd
<b>Date of previous inspection</b>	01/10/2013
<b>Telephone number</b>	01254 671770

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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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