

Bojangles Nursery (West Midlands) Ltd

Walford College, Baschurch, SHREWSBURY, SY4 2HL

Inspection date	06/05/2014
Previous inspection date	04/12/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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

- Teaching is good and is well focused on supporting children with special educational needs and/or disabilities. Staff have very high expectations of all children, therefore, the children make good progress from their starting points.
- The key person system is well embedded enabling children to have strong bonds and attachments with familiar adults to support their well-being.
- There are effective partnerships in place with other agencies to ensure outcomes for children improve. The nursery engages well with parents to ensure interventions in learning are identified and children receive the right support.
- Staff have a sound knowledge of how to protect children from possible harm or abuse.

It is not yet good because

- Staff do not always maintain an accurate record of the administration of medication, which does not support their well-being.
- The organisation of large group times requires the younger children to sustain their focus for too long, therefore, they lose interest over time.
- The transitions before and after meal times are not smooth and some children become distracted.

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 spoke with staff, children and observed activities in the pre-school room, baby room, soft play room and outdoor area.
The inspector viewed a selection of all relevant documentation, including policies and procedures, self-evaluation, risk assessments, learning and development records and safeguarding documents.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and grandparents to seek their views.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Scott Oliver Thomas

Full report

Information about the setting

Bojangles Nursery (West Midlands) Ltd opened in 1994 and changed to its current ownership in 2008. It is privately run. It is situated in the grounds of Walford College Campus, Baschurch near Shrewsbury, Shropshire. The premises comprises of a baby room, pre-school room, playroom, two sensory rooms, soft play room, kitchen area, toilet areas, office and outdoor area. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend from the local area and beyond. The nursery employs seven members of staff to work with the children. Of these, one holds Early Years Professional Status, two hold early years foundation degrees, four hold appropriate qualifications at level 3 or above and one is unqualified. The nursery opens 48 weeks of the year, 8am to 6pm, Monday to Friday. Children may attend for a variety of sessions. There are currently 36 children on roll. The nursery provides funded early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- ensure there is an accurate and up-to-date record for administering medicines, including written permission from parents, the time medicine was administered and how parents are informed.

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

- enhance the organisation of large group times in order to maintain the youngest children's interest
- improve staff organisation before, during and after meal times and routinely provide children with clear instructions during these times, so that their levels of engagement remain high during these times.

Inspection judgements

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

The quality of teaching is good. Staff provide a varied range of activities and experiences that are well matched to the individual development needs of all children. Staff engage children well in their learning by capturing their imagination and focus. However, when all

children come together as a whole group, the younger children lose concentration over time. Consequently, they are not as well motivated to learn during these times. Teaching is effective; all children are making the expected progress towards the early learning goals. Staff have high expectations of children and are very committed to supporting them to reach their optimum levels of achievement. Children with special educational needs and/or disabilities are making good progress from their starting points. Teaching is effectively targeted and tailored and as a result, children are receiving the support they need through appropriate interventions. Teaching is, on most occasions, differentiated effectively for the youngest and oldest children. The youngest children develop their communication skills, social and physical skills, while older children build upon these skills through their exploration of specific learning. For example, staff teach older children how to slow down and speed up the rate of water in a gutter by increasing and decreasing the angle of the pipe. Children are school ready and well prepared for future learning. Staff have a good knowledge of how to support children to acquire the skills they need to be ready for school. Staff work well with the local schools to establish how to best prepare them for school.

Starting points in children's learning are identified well by staff. They seek information from parents when children start, and use this alongside observations to develop a comprehensive overview. A baseline assessment is completed, which successfully identifies children's developmental starting points. As a result, any children who enter the nursery below the expected level of development are identified quickly and relevant plans are implemented to enable gaps in learning to close swiftly. Parents are kept informed of progress on regular basis in a variety of ways, such as, parent consultation meetings, progress reports and informal conversations. Therefore, all parents have a good knowledge of their child's progress. This is enhanced further as the nursery provides guidance through detailed handovers, on how to extend learning at home. Key persons complete the progress check at age two for the younger children. Parents are provided with a written overview of their child's progress, including any areas that require additional support. Key persons share the progress check with professionals where necessary in order to obtain the relevant support. For example, children with communication and language delay receive support from a speech and language therapist. Observations are captured through a variety of ways to capture children's key achievements and interests. Staff use them to plan activities that are well matched to the individual needs of children.

Adults support literacy skills effectively as they build on children's interest of their favourite story characters. Children listen to and join in their favourite stories as they are brought to life by adults. Learning is extended purposefully by staff. Children start to recognise rhymes and staff allow children to guess what the next rhyming word maybe. For example, when they read a favourite story, staff pause and invite children to guess what rhymes with 'wood'. Children's physical skills are supported well through the good range of resources available. The soft play room allows them to take risks and try things out. For example, the youngest children are becoming confident to take risks as they jump and slide, landing safely.

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

Children are generally kept safe and staff safeguard children well the majority of the time. Staff administer medicines according to the nursery policy and procedure. However, they do not always maintain an accurate and up-to-date record of this administration. Therefore, children are not protected fully at all times. Children have an awareness of safety and security. They act in a safe way and understand the safety rules, such as not climbing on the fence in case they fall. Children are fairly confident in their surroundings and are generally reassured by the familiar routine. However, there are times throughout the day, such as before and after meal times when the routine is less well organised by staff. Consequently, these times are hectic and children do not have a clear understanding of what they need to do next.

Staff encourage children to have good manners and children remind each other of these when needed. For example, when children forget to say 'thank you' at snack time, other children tell them what to say and why. Children tidy things away together, working as a team on challenging tasks. Staff are generally responsive to children's behaviour; they explore the impact behaviour has on others and the consequences of negative behaviour. For example, when children push past others to put their wellington boots on, staff discuss how their friends might feel. Staff deployment and guidance is effective in ensuring behaviour remains positive. As a result, children are well behaved. Children take physical exercise on a daily basis and this is encouraged by staff through their enthusiastic approach for being outside. Children are learning the importance of exercise and fresh air and why this is good for their bodies. Staff remind children of the importance of a balanced diet as children talk about their favourite fruit at snack time. Children manage their personal hygiene and needs well. Staff role model how to wash hands properly and children are then able to do this independently.

The indoor and outdoor environments are stimulating to support children's learning. Resources are of high quality and stored in low, open storage units for children to access freely. As a result, children are able to extend and challenge their play and thinking through adding resources from a variety of areas, providing rich learning opportunities. Resources are well organised and grouped to match the development needs of all children. The key person system is well embedded and staff have a sound understanding of the role. The atmosphere is calm and nurturing and this enables children to thrive in their emotional well-being. Children are relaxed when they are at nursery. Children who are upset seek out support from familiar adults; they are comforted by the care they receive, which is underpinned by staff's knowledge of their key children. Parents feel comforted by the welcoming environment and describe the nursery as 'caring'. The nursery has good links with the local school and other early years providers. These links support children's smooth transition to school and their daily transitions, by sharing pertinent information.

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

The manager has a generally good awareness of the safeguarding and welfare requirements. However, she has failed to ensure there is an accurate and up-to-date record of the administration of medicines at all times. The monitoring arrangements are

not fully effective to ensure this requirement is fully met. As a result, recording is not consistent and children are not safeguarded effectively at all times. This also means that the provider has not fully met the requirements of the Childcare Register.

Staff are knowledgeable about the local child protection procedures and are able to follow the correct steps in order to protect children. Recruitment procedures are effective in ensuring suitable candidates are appointed to work with children. Most aspects of children's safety is promoted across the nursery. The manager takes steps to ensure all risks are identified and that hazards are reduced through effective procedures. The building is secure to prevent intruders from entering and all visitors are recorded. All staff, students and volunteers receive a robust induction and staff attend a wide range of training including mandatory training, such as food hygiene. Training is available on a regular basis and disseminated to all staff, resulting in them having a good level of professional development. All staff receive child protection training, giving them a sound knowledge of how to safeguard children from potential and actual abuse. The manager provides regular feedback on performance as she completes regular appraisals and supervisions. These enable staff to be monitored effectively to identify their strengths and weaknesses in practice. As a result of the good coaching and mentoring provided to staff, the performance of some staff is improving. Policies and procedures cover all requirements and are updated regularly to reflect changes. However, the administration of medicines policy is not reflected in practice as records are not always accurate and up to date.

The leadership team have a good understanding of the learning and development requirements and as a result, they meet them effectively. They have high expectations and a detailed understanding of child development, therefore, they know what progress children should be making. As a result, they are able to make sure children make this necessary progress and act appropriately when interventions are required. The manager knows all children very well, including their next steps in learning and interests. Consequently, she is thorough in ensuring that the planning of activities are well matched to all children's needs and provide challenging experiences on a daily basis. Self-evaluation is recorded well as a written summary identifying strengths and priorities for improvement. The most recent self-evaluation identified the need to establish more detailed starting points of children. The nursery has successfully achieved this as they now gain more information from parents when children start in order to successfully identify accurate starting points. Self-evaluation takes into account the views of staff, parents, children and the local authority. Self-evaluation is supporting the nursery to make generally good progress. All partnerships are purposeful and focus on making a difference to children. Staff engage parents well in supporting learning. This is successful and ensures all children are challenged appropriately at home and at nursery, including those with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure a record is kept of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register).
- ensure a record is kept of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (voluntary part of the Childcare Register).

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	EY370743
Local authority	Shropshire
Inspection number	858015
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	36
Name of provider	Bojangles Nursery (West Midlands) Ltd
Date of previous inspection	04/12/2008
Telephone number	01939 260006

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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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