

Kings Nursery

Kings Court, 33 King Street, BLACKBURN, BB2 2DH

Inspection date	21/03/2014
Previous inspection date	30/09/2013

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		2
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

- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.
- Links with parents and a variety of agencies are strong. Relevant information is shared and children's individual needs are supported and met well, particularly those with special educational needs and/or disabilities. This means children are included and develop a positive attitude towards learning.
- Robust systems are in place for staff recruitment. This means children are cared for by suitably qualified and vetted staff. The staff team work effectively together and contribute well to the ongoing development of the nursery.

It is not yet good because

- The quality of teaching is inconsistent, which means children are not always fully challenged during activities to fully enhance their learning, so that they all make consistently good progress.
- Staff monitoring is not yet sufficiently robust to prevent inconsistencies in practice. As a result, children's learning and development is 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.

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 observed activities in the main playrooms.
- 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 re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the centre of Blackburn, Lancashire and is managed by a registered charity. The nursery accommodates children under two years of age from within the local area. Children over the age of two years are accommodated in the nursery's sister setting sited nearby. The provision is a bi-lingual nursery for children using British Sign Language, English or any other language. It operates from the Kings Court in conference rooms five and six. Children access facilities within the local community for outdoor play. There are 12 children on roll. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one is qualified at level 2. The nursery opens Monday to Friday, all year round, from 8am to 6pm. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop activities so children's thinking is challenged and extending their vocabulary through the consistent use of open-ended questions during play
- 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.

Inspection judgements

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

The quality of teaching is inconsistent. Although children are progressing towards the early learning goals, there are missed opportunities to extend this further due to the inconsistencies. Staff adapt activities and follow children's lead. However, they do not always use open-ended questioning with children or use descriptive words to further develop their language, for instance, by providing descriptions of colour and texture when children are investigating packing materials. As a result, staff are not able to fully promote children's overall thinking and understanding of what is happening during certain activities. Planning is effective in helping children make appropriate, and in some cases good, progress in their learning and development. Staff use the children's next steps in learning, their interests and views from the parents, plan to progress them with their learning and development. The nursery only cares for children under the age of two years and assesses their development appropriately. Staff track the children's progress using appropriate guidance. This is used to identify whether children require any additional

support in their learning.

Staff are narrowing the achievement gap with the children who have special educational needs and/or disabilities. They use individual educational plans successfully to work towards achievable targets. The individual educational plans show this particular group of children are making good progress towards the early learning goals. Parents are invited into the nursery to talk with the staff about their children's progress and to share with them what they have been doing at home. This provides good continuity of care for the children.

Learning is suitably promoted, staff provide a good range of activities and experiences covering all areas of learning. This supports children, as activities hold their interests to support them with their learning and development. They enjoy hearing familiar stories and joining in to complete repetitive phrases. They learn through sensory experiences as they investigate lights and textures in the comfortable area and hone their physical skills on the indoor climbing frame. This all contributes to ensuring that children are gaining an adequate range of skills to support their future learning.

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

The setting has worked hard since their last inspection, to offer a stimulating, child friendly and enabling environment. This means that children and their families feel welcomed, very settled and happy. Babies and toddlers have formed strong bonds with their key people because staff understand the role of the key person well. As a result, they follow children's sleeping and care routines in line with parents routines, according to each child's individual needs. For example, regular nappy changes take place and the key person checks on sleeping babies and makes a record of sleep times. Children moving up to a new room benefit from the good support of their key person and a system that is successful. This involves tailored visits to the pre-school to ensure children's unique and ever changing needs are met by good information sharing. This builds their self-assurance and confidence to learn.

The attractive and rich indoor play spaces with well-chosen play resources, furniture and equipment effectively support children's all round development. Babies and toddlers enjoy physical activity indoors each day, take regular trips into the local parks and community for fresh air and exercise. Hygiene practices are good and children learn the importance of hand washing after toileting and messy play. They learn how to stay safe as staff remind them to hold on when they climb and move toys out of the way to avoid children tripping as they learn to walk. They enjoy healthy snacks, regular drinks and nutritious, well-balanced meals prepared in the onsite cafe, which they thoroughly enjoy.

Children's behaviour is very good, staff value what children can do, they have clear expectations of them and praise them well in their achievements, such as, when they learn to use their cutlery correctly. This means children are developing the necessary skills to be socially, emotionally and physically ready to move on to school or pre-school.

The effectiveness of the leadership and management of the early years

provision

The provider/manager is aware of how to meet the safeguarding, welfare and most of the learning and development requirements. Staff have a secure knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Risk assessments are in place to enable children to play in a safe, well organised, and healthy learning environment. The security of the building is strong and staff are vigilant to check the identification of all visitors. This prevents unauthorised people gaining access to the building or children being able to leave unaccompanied.

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. Children are safeguarded because they are cared for by staff who understand safeguarding procedures and know what to do if they have concerns about a child in their care. Staff benefit from regular supervision and the manager keeps track of staff development to promote their training needs. However, this is not yet fully robust, for example, that the quality of teaching is inconsistent and children, in the main, make satisfactory rather than good progress. Staff attend regular training to enhance practice and promote children's learning and welfare. An induction system is in place to support all new staff who work in the nursery.

The manager has only been in place for five months. She has a clear vision for improvement in the nursery and has fully met all actions set at the previous inspection. For example, staffing requirements are now met at all times, additional staff have been employed and there is a capable and qualified, named deputy in place. The environment has been tailored to meet the current interests and development levels of the children based on thorough observation and assessment. Baby's needs are met, the area is safe and separate from older children. Although there is no outdoor area for children's direct access, this action has been addressed by providing them with daily trips into the community for fresh air. The manager can clearly identify areas that require improvement and uses these to inform future development plans. All staff are fully involved in all aspects of the evaluation to bring about improved outcomes for children. They work together well and support each other as part of a strong team. The deputy is starting to role model to the staff how to talk with the children and use open-ended questions. However, this practice is not yet secure to consistently support the children's ongoing learning and development. Staff work well with other professionals as required in order to support children's individual needs as well as possible, particularly those with special educational needs and/or disabilities or those who speak English as an additional language. Staff involve parents by gathering their views on the service provided. They also assess the activities to make sure they are meeting the children's individual needs. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. They are responsive to the users of the service that they provide and the nursery is making steady progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY466162
Local authority	Blackburn
Inspection number	961690
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	21
Number of children on roll	12
Name of provider	East Lancashire Deaf Society Ltd
Date of previous inspection	30/09/2013
Telephone number	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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