

Bundles of Joy Day Nursery

67 Old Meeting Street, West Bromwich, West Midlands, B70 9SR

Inspection date

19/03/2014

Previous inspection date

22/05/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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	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 has failed to inform Ofsted of significant information, which may affect the safety and welfare of children.
- The provider has a limited knowledge and understanding of some aspects of assessing staff's ongoing suitability with regard to the disqualification regulations. Consequently, safeguarding arrangements do not fully ensure children's safety and welfare.
- Risk assessments are not effective in identifying and addressing hazards to children's safety and health. Some areas of the nursery and resources are not maintained to ensure they are fit for purpose.
- Inconsistencies in the quality of teaching and the assessment of children's attainment are not monitored robustly to clearly demonstrate how they are progressing and how gaps for some children are not closing swiftly.

It has the following strengths

- Partnerships with parents are effective and engage parents in children's learning and development to secure a shared approach to children's achievements.
- Staff make effective use of non-verbal communication systems and home languages, to promote all children's communication and language skills.

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 and interaction between staff and children, as well as, children's safety in the provision, indoors and outdoors.
The inspector spoke with staff and children at appropriate times during the
- inspection and conducted joint observations and discussions throughout with the owner/manager.
- The inspector took account of the views and comments from parents spoken to as part of the inspection and from written comments obtained by the nursery.
The inspector examined a range of documentation, including risk assessments, staff
- suitability and qualifications, policies and procedures and children's developmental records.

Inspector

Patricia Webb

Full report

Information about the setting

Bundles of Joy Day Nursery was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Sandwell, West Bromwich and is privately owned and managed by Peaches Day Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from a set of rooms laid out over two floors with stairs to the first floor. There is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff, including the owner/manager. Of these, nine hold appropriate early years qualifications at level 2 and level 3. The owner/manager holds qualified teacher status and early years professional status and one deputy holds a relevant degree. The nursery opens Monday to Friday, all year round, from 7am until 6.30pm. Children attend for a variety of sessions and there are currently 54 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-old children.

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 that the premises and equipment are maintained in a clean and safe condition to promote children's safety; this is with regard to poor cleanliness, mould and damaged equipment

ensure that risk assessments are effective in identifying hazards and risks and that swift and appropriate action is taken to remove or minimise risks.

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

- develop knowledge and understanding of the disqualification regulations in relation to being aware of relevant information, which may affect the suitability of an employee
- ensure that equipment used is safe and suitable for the ages and developmental stages of children and complies with health and safety legislation; this is with regard to the use of rocker cradles for some older babies and toddlers
- develop the arrangements for staff supervision to promote consistency in the quality of teaching and assessment, to ensure they offer a challenging learning experience for children that continually improves.

Inspection judgements

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

Most children are making satisfactory progress in their learning and development. Staff have a suitable knowledge of the Early Years Foundation Stage and the educational programme covers all areas of learning over time. They undertake observations on the children and use the assessments to inform the planning, with differentiation for individual children noted. However, when summarising children's progress, not all staff are confident in accurately recording where children are at developmentally. This means that for some more able children, there is insufficient challenge to extend their progress more swiftly. There are times when some activities can be mundane because staff do not make use of effective teaching strategies, such as, good questioning, to promote the intended learning. For example, a group of children replicate the sequencing of coloured blocks as depicted on the cards they select. While their efforts are praised, there is limited extension and challenge offered to fully engage and motivate further learning. Consequently, some children lose interest in the activity quickly, reducing their learning opportunities. Babies and toddlers enjoy songs and rhyme time, selecting instruments and being supported by staff as they bang and shake the items with gusto. Toddlers participate in sand and water play and they know about needing to wear appropriate head gear and protective aprons, gaining basic skills in preparation for school and their next stages of learning. However, when children start to be a little more exuberant in their water play, staff do not fully respond to this positively, such as extending and locating further resources to demonstrate more exciting properties of water.

Despite inconsistent teaching, staff do complete the recognised language assessment for each child and discuss any identified concerns about a child's progress with parents and other professionals. Appropriate use is made of children's home languages, valuing and respecting their varied cultural and linguistic backgrounds. In addition, the use of Makaton sign language, and pictorial routines and prompts are firmly embedded in the nursery, promoting the communication skills for all children. Older children are learning to link sounds and letters, such as when a child notices the letter 'p' as being the same as their name and being the initial letter for the colour pink. Older children are also enthused by more unusual activities, such as tie-dyeing. Many of them gained a sense of achievement as they managed to manipulate the rubber bands onto the clothing. They also gained some scientific knowledge as they discussed how the dye stained the material.

Children have been involved with their families in the 'Rhyme Time' activity, where a pack is sent home with parents, to learn and enjoy participating in the various rhymes and songs their children sing at nursery, thereby, developing their communication and language. Parents are welcomed into the nursery and share information about their children's starting points and interests when the placement begins. Daily diaries and daily discussions also keep parents informed of their child's progress. They are involved in some workshops where they can join their children in the various activities and become more aware of their child's learning through play. Parents speak about enjoying reading through their child's developmental record and some are contributing to these by sharing events and learning that takes place at home. They write on sticky notes and place them on the

'trees' in each room. These are then discussed with the children during circle time as they share events, such as having gone shopping with mummy and helped to select the items, or visiting a much loved grandparent over the weekend. The provider has developed some learning packs, which parents can start to borrow. These contain resources and directions for furthering children's learning and development at home. Likewise, a lending library is also being developed when parents will be able to borrow toys and books to use at home.

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

Since the last inspection, the provider has taken steps to work with the landlord and some of the exterior maintenance has been attended to appropriately, such as the guttering and the exterior damp. The provider is diligent with regard to pest control, employing the services of a specific company to check the premises regularly and maintain accurate and very clear records of these inspections. The records indicate that there has been no vermin activity on the premises. Some internal areas have been redecorated and there is a programme in place to continue replacing carpets and flooring in the nursery. However, children's welfare and safety is not fully assured as some aspects of the premises and equipment are not maintained or used appropriately. The inspection was conducted as a result of information shared with Ofsted regarding the overall cleanliness and condition of the environment, in particular the presence of mould on some walls. This inspection found that mould is evident on walls in the baby room and on the chimney breast of one pre-school room. General cleaning is done by staff and in some areas, notably the bathroom, collection of dust behind radiator covers is evident. When home corner equipment is moved, various toy and play items are found, discarded in dust. This weak practice has a detrimental impact on children's health and well-being. Some equipment is in poor condition, such as the play gym placed over a baby, with sticky tape used to secure the legs. In addition, risk assessments are not effective in identifying and addressing hazards. A broken flap on the play kitchen in the baby room poses a risk and some soft furnishings show signs of staining. These include cushions used for children and babies to relax and sleep on and the foam mattress covers on the long mattress, raising the risk of the spread of infection from contact with dribble. Some babies and younger toddlers sleep after lunch in rocker style cradles, some of which are not suitable for the age or stage of development of the child using them. Some of the cradles have been brought in by parents, expressing a wish for these to be used for their children. Although, staff have discussed a preference for children to sleep on mattresses, they are not aware of the safety guidance, so they have not discussed this aspect with parents. This places children at risk of harm.

Generally, children relate fondly to their key persons, seeking them out for cuddles and crying when they notice a particular person has left the room for a moment. They are soon reassured when the member of staff returns. Babies' and toddlers' care routines are discussed with parents and updated regularly, to identify and meet their varying individual needs. Staff have started to undertake home visits prior to children starting the nursery to forge firm relationships with families from the start. Staff use appropriate procedures and equipment when attending to children's intimate care needs and frequently remind children who are toilet training about visiting the bathroom. Older children know why hand washing is important and are able to attend to such routines independently as they gain skills for the next steps in their lives. Accidents and minor injuries are managed efficiently

as some staff hold relevant first-aid certificates and offer appropriate attention and treatment. Records are maintained and parents are informed of any such incidents.

Children's behaviour is now managed consistently as some staff have undertaken further training since the last inspection. This includes the use of some holding and comforting techniques should a child experience strong feelings or emotional upset. Children are reminded about sharing, taking turns and considering the needs of others as well as themselves. Some staff who have recently joined the nursery team are learning to implement some of the strategies, such as reminding children about using 'kind hands'. Older children are learning to cooperate and develop social skills for the future as they use cutlery appropriately at mealtimes and clean away any left overs, scraping their plates and placing them on the tray. There has been significant improvement in the quality of the meals since the last inspection and the menu is not so reliant on the use of processed foods. For instance, children enjoy home-made soups and desserts, with some parents asking for the recipes, so that they can share these at home. Four members of staff hold current food-safety certificates and it is these staff who undertake the preparation and cooking of the children's meals and snacks. Children engage in outdoor play through the day, enjoying fresh air and honing their emerging physical skills as they climb, pedal and throw with increasing agility, control and accuracy.

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

This inspection was prioritised following concerns raised about the safeguarding arrangements in the nursery, suitability checks on all staff working with the children, staffing ratios, staff deployment and the overall condition of the premises. The required Disclosure and Barring Service checks are carried out on all staff prior to commencing work with the children and records are in place to verify these checks. Staff receive induction into the operation of the setting from the provider and established staff are aware that anyone who has not been vetted is not left alone with children. However, leadership and management in the nursery are not sufficiently strong and focused, to fully ensure the care, learning and development of the children. The provider lacks understanding of the legal requirements relating to disqualifications. As a result, she has failed to inform Ofsted of a significant concern about staff suitability. This demonstrates that the provider lacks awareness of her ability to safeguard children. However, staff have a sound understanding of the child protection procedures to be followed should they have any concerns about a child. Staff also participate in regular supervision meetings with the owner and engage in annual appraisals to support further staff training. However, these performance management strategies have not benefited the consistency of the quality of teaching. Staffing ratios were found to be fully met on the day of the inspection and past records indicate that these are met at all times. The deployment of staff is beginning to settle in the baby room and the toddler room, having been reviewed recently due to new staff appointments.

The inspection also found that while there are policies and procedures in place for the maintenance, cleaning and risk assessment, these are not being effectively implemented. This is with regard to the mould on walls, the use of inappropriate equipment, the overall

poor cleanliness of resources, and the premises compromising children's health and safety. Monitoring of practice within the setting is not robust or rigorous enough to ensure that staff practice is consistent across all of the requirements of the Early Years Foundation Stage. The provider has worked with advisors from the local authority early years team to bring about improvements. However, this is not being sustained and limited knowledge, understanding and monitoring leads to the weaknesses and breaches of requirements of the Early Years Foundation Stage. Issues regarding the safety of the premises and equipment also mean that the Childcare Register requirements are not met.

The provider is working on the self-evaluation process, seeking the views of staff. She is due to issue questionnaires to parents to seek their opinions. However, self-evaluation does not fully identify all areas for improvement and action taken to improve is not focused and concerted. Parents, spoken to on the day of the inspection, express appreciation for the friendly and approachable staff and feel confident in discussing their children's progress and care needs. They feel that children are supported as they move through the nursery and are well prepared for their eventual move to full-time school. The nursery has forged effective links with some of the schools and other agencies and professionals who may be involved in individual children's care, learning and development.

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 that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to identify and minimise risks to children (compulsory part of the Childcare Register).
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to identify and minimise risks to children (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	EY401277
Local authority	Sandwell
Inspection number	961497
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	54
Name of provider	Peaches Day Nursery Limited
Date of previous inspection	22/05/2013
Telephone number	0121 553 5744

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

