

First Class Childcare Lorraines

20 Blackwall, Halifax, HX1 2BE

Inspection date	22/04/2014
Previous inspection date	19/03/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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

- Leadership and management is inadequate because the provider is not consistently meeting the adult-to-child ratio requirements set out in the safeguarding and welfare requirements of the Early Years Foundation Stage. This means staffing arrangements do not always meet the needs of children at all times.
- There are too few staff available at the beginning of the nursery day to ensure children receive sufficient attention from their key person and other staff at this time. This has a negative impact on children's well-being and overall progress.
- Staff are not secure in their understanding of the need to observe, assess and plan for children's needs. As a result, activities are not sufficiently challenging or matched to children's needs to ensure they make good progress in their learning and development.
- Staff practice is not sufficiently monitored to identify all areas for improvement. As a result, the quality of teaching is weak.
- Parents are not effectively supported and encouraged to share information about their child's learning at home.

It has the following strengths

- Staff have a suitable knowledge of child protection and understand what to do if they have concerns about a child.

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 children at play throughout the inspection and conducted a joint observation with the manager.
- The inspector spoke with children, parents and staff throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector held a meeting with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's improvement plans.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

First Class Childcare Lorraines opened in 2007 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a converted two-storey building situated in Halifax, West Yorkshire. The nursery serves the immediate locality and also surrounding areas. Children are cared for in three play areas and have access to an enclosed outdoor area. The nursery is open five days a week, from 7.30am until 6pm, all year round, except for Bank Holidays. Children attend for a variety of sessions. There are currently 98 children on roll in the early years age range. The nursery receives funding for the provision of free education for two-, three- and four-year olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 15 staff working directly with the children. Of these, one holds a qualification at level 2, 12 hold level 3 and one holds level 6. The nursery 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 staffing arrangements meet the needs of all children at all times of the day and that the staff-to-child ratio requirements set out in the safeguarding and welfare requirements of the Early Years Foundation Stage are consistently maintained
- ensure staff deployment provides consistent and effective learning and emotional support to all children throughout the day, and that the educational programme offered is effectively monitored to ensure that children benefit from access to all resources, good quality interaction and teaching support at all times
- use information from observations of children's achievement and interests to regularly and effectively monitor their progress against all areas of learning, clearly identify their next steps in learning and plan challenging and enjoyable experiences to support their individual learning needs
- establish an effective supervision process which includes evaluations of staff's practice so there is a strong focus on its impact on children's learning and staff are supported to constantly improve their quality of teaching.

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

- involve parents more in their children's learning by improving ways of sharing information and promoting learning at home.

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

Children's learning needs are not always consistently supported due to poor deployment of staff. At the beginning of the day, children aged between two and four years are all cared for together in one room. Staffing ratios at this time are not being met, resulting in limited opportunities for children to access a range of developmentally appropriate resources and activities to meet their individual needs. As a result, children are not fully engaged in their learning as they move from one mundane activity to the next. This is while they wait for the rest of the staff to arrive so that they can move into their own care rooms and access the outdoor area. At this time, staff merely supervise children rather than actively engage in supporting their learning and development. Consequently, children's learning and development needs are not consistently met because the number of staff available is not always sufficient to provide them with the close adult support they need to make the most of their experiences.

Staff are not secure in their understanding of the need to observe, assess and plan for children's needs. Observations are limited and they do not use the information gathered to plan for the next steps in learning. This results in weak teaching with activities which are not matched to children's needs. Planning for pre-school children generally derives from developmentally inappropriate activities which fail to challenge and excite them. Occasionally activities are planned from children's interests. For example, children are interested in cars so these are added to the sand. As a result, some children's interests are occasionally followed. Staff understand how to complete the progress check at age two and the need to share this with parents. The nursery has a system to track children's progress. However, in practice, the system is ineffective. This is because they are inconsistent in quality and they are not completed frequently or accurately enough to build on children's progress. Overall, the quality of teaching is weak and is not consistently good enough to promote and extend children's learning at all times.

Children with special educational needs and/or disabilities receive support which is specific to the way they learn. This support from staff, who are guided by external agencies, enables children to make progress relative to their starting points. Children who speak English as an additional language are supported when they start as staff learn familiar words and phrases from parents in their home language. The quality of the educational programmes in the rooms is variable. Opportunities presented to toddlers and babies are more exciting and developmentally appropriate. For example, toddlers are provided with water and shaving foam to explore and feel. Staff support them by introducing new words, such as 'soft' and 'light'. As a result, children learn new words and concepts. Babies become excited when they immerse their legs and bodies in shallow water. Staff support them appropriately by encouraging them to kick and splash, while vigilantly ensuring their safety. Consequently, children are given opportunities to explore properties with different parts of their bodies. However, activities offered to pre-school children are not sufficiently challenging or exciting enough, resulting in some children becoming bored and disengaged in their learning.

Parents contribute to children's starting points. Staff encourage parents to share information about their children's learning and development at home. However, approaches used are not always successful at involving parents in their children's learning. This does not fully promote a collaborative approach to helping children make the best progress possible. As a result, parents do not always know what their child is learning. In the main, children have the basic skills they need for school or their next stage in learning.

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

Children's well-being and emotional needs are not always effectively met. At the beginning of the day, children are unable to receive sufficient attention from staff, for example, a child needing a reassuring cuddle when their parent left is overlooked. This is because staff take on supervisory roles rather than engaging and supporting children, as there are insufficient staff present to meet the required adult-to-child ratios. As a result, children's care is not always fully tailored to meet their needs, particularly during the first hour of the nursery day. Key-person groups are displayed in the rooms. However, the key-person

system is less effective for children who arrive early as they are not greeted by their key person frequently enough. As a result, only some children form strong, emotional bonds with their key person. Children are supported adequately when they start at the nursery. They come for introductory visits to meet staff and familiarise themselves with the environment. The settling-in process is flexible and meets the needs of individual children. Information from parents is collected and used to support the children in the move from home. Key persons support children with short visits as they move between rooms. Consequently, children are settled and emotionally secure as they move in the nursery. Information on children's learning is shared when they move into school. As a result, children are emotionally prepared for their next stage in learning.

Children are developing a sense of personal safety within the nursery and staff remind them not to run inside and to 'sit nicely' on chairs to avoid accidents. Staff make sure that children access a safe environment by providing safety gates and radiator covers. They avoid slips and falls by promptly cleaning up spills. Staff are vigilant at keeping potential floor hazards to a minimum, and encourage children to put toys away that they have finished playing with. However, when ratios are not met, their safety is compromised. Staff generally are good role models to children. They sit and eat with them at lunchtimes and encourage them to say 'please' and 'thank you'. Staff give positive praise when children are polite and when babies walk independently. Mostly children behave appropriately. However, there are occasional lapses when children are not provided with exciting and challenging activities which interest them and when ratios are not being met.

There are opportunities for children to develop their understanding of a healthy lifestyle and the importance of fresh air and exercise. Children access outdoor play on a daily basis where they have opportunities to climb, run, throw and catch balls and ride tricycles and scooters. Children are provided with healthy meals and water to drink. They develop good hygiene practices by blowing their own noses and washing their hands afterwards. Staff encourage children to wash their hands before snack and lunch. Overall, children are developing an adequate understanding of the importance of healthy lifestyles. Children's independence skills are supported as they are encouraged to put on and take off their own coats and make choices about what they would like to eat. However, at the beginning of the day, children do not have access to the full range of resources due to the staffing arrangements. As a result, they do not have opportunities to develop their independence skills in order to freely choose activities for themselves.

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

Leadership and management are inadequate because the manager has an insufficient understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staffing arrangements at the beginning of the nursery day do not meet the adult-to-child ratio requirements. Consequently, children's learning, safety and emotional needs are not consistently met. This is a failure to meet legal requirements and places children at serious risk. Staff have a suitable understanding of child protection procedures and can talk about early signs of possible abuse or neglect. All staff attend safeguarding training. A safeguarding policy is in place, which includes guidance on the

appropriate and safe use of mobile phones and cameras and all necessary contact numbers. All staff hold Disclosure and Barring Service checks, which ensure they are suitable to work with children. The nursery checks the identity of visitors and there is a signing in book to record their visit. As a result, child protection is good. Fire alarms are tested weekly and there is a record of fire evacuation procedures.

The risk assessment policies and procedures are in place and staff carry out daily checks of the environment, both indoors and outdoors. Thorough risk assessments are completed for areas in the nursery so that any hazards in the environment are identified and minimised. Documentation is well kept, such as the accident and first-aid administered records, which are signed by parents. An analysis of accidents is undertaken on a regular basis to identify where most accidents occur, and procedures are put in place to reduce them. There are clear written procedures for dealing with more serious accidents when children need transporting to hospital and the urgency to inform parents. These are shared with staff on training days. First-aid requirements are met and staff have up-to-date paediatric first-aid training. Staff are suitably qualified and there is an induction procedure in place for when new staff start. Policies and procedures, such as complaints, are well written and shared with parents. Staff are kept up to date with any policy changes through memos and at staff meetings. There is an induction procedure which supports staff to understand their role and responsibilities. However, arrangements for supervision are weak and do not include an evaluations of staff's practice. As a result, not all weaknesses in teaching have been successfully identified and addressed.

The manager has an understanding of her responsibilities in meeting the learning and development requirements. However, the quality of teaching is weak and is not consistently good enough to promote and extend children's learning at all times. This is because staff have too little an understanding of how to plan activities for individual children. As a result, not all children are consistently provided with challenging experiences. The monitoring of the educational programmes is adequate. Systems to monitor the educational programmes are adequate and identify where areas of learning are not consistently being delivered. Action plans are in place to support the development of the nursery. However, these are not sufficiently focused on the quality of teaching and learning. The nursery works in partnership with parents appropriately, in order to meet children's individual care needs. Parents are suitably informed about the nursery when children enrol. Consequently, they can make an informed choice about the children's care and education. The staff keep a daily record of children's care routines and relay this information to parents through face-to-face exchanges and daily reports. The nursery has an informative website and sends our newsletters so parents are kept well informed. The nursery has links with other agencies, including the local authority and speech and language services. They share relevant information with schools when children move to their next stage in learning.

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	EY232488
Local authority	Calderdale
Inspection number	967067
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	98
Name of provider	First Class Child Care Limited
Date of previous inspection	19/03/2010
Telephone number	01422 354404

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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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