

Come & Play Day Nursery

Come & Play Day Nursery, Rushyleaze, Lydney, Gloucestershire, GL15 5QW

Inspection date

27/03/2014

Previous inspection date

06/02/2013

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

- The management team are not effectively keeping children safe. Staff do not comply with the safeguarding policy with regards to mobile phones and risk assessment does not sufficiently identify or address hazards.
- The key person system is not robust and children are not able to form attachments, or have their individual care needs met right from the start.
- Staff are not deployed effectively, as a result unqualified staff care for the young babies. This is a breach in requirements.
- Staff planning and organising of resources and activities does not enable children to have sufficient choice in guiding their own play and learning.
- Staff do not consistently encourage and challenge children in their learning to fully develop their future skills and help them make the best progress they can.
- Systems for self-evaluation are not fully robust in order to drive continual improvement.

It has the following strengths

- The children learn suitable personal hygiene procedures, because they are reminded to wash their hands before eating.

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 play room and the garden.
 - The inspector held a meeting with the managers of the provision.
 - The inspector checked the evidence of suitability and qualifications of practitioners working with children.
 - The inspector had discussions with the owners/managers, the staff, children and some parents.
- The inspector sampled a range of documentation including children's records,
- safeguarding procedures, risk assessments, registers of attendance for the children and staff and the setting's policies and procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

Come and Play Day Nursery registered in 2011 and is privately owned. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted single-storey premises in Lydney, Gloucestershire. The premises consist of three main play rooms, a kitchen and reception area and toilet facilities. There is an enclosed outdoor area with an all-weather covered area, grass and hard-standing surfaces for outdoor play. The nursery has several rabbits as pets. The nursery is open each weekday between 7am and 6pm, all year round. There are currently 20 children on roll, of whom 14 are in the early years age group. The nursery offers supports to children with special educational needs and/or disabilities. There are six members of staff, including the two owner/managers who work directly with the children. Currently four staff hold relevant early years childcare qualifications. The nursery receives funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

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

- ensure all staff, students and visitors store their mobile phones in accordance with the nursery's safeguarding procedures
- ensure risk assessments clearly assess any hazards to children's safety and how the risk will be removed or minimised, with particular reference to the sleep room
- ensure staff deployment meets the needs of the children and the qualification requirements, so that individual children's needs are met
- implement an effective key person system which ensures that every child's learning and care is tailored to meet their individual needs, parents are aware of who their child's key person is and all parents are well informed of their child's progress
- improve the educational programme in all areas of learning by reflecting on activities and planning for a good level of challenge in all areas of learning
- review the organisation of activities and resources and the consistency of teaching practice to respond to children's individual needs
- ensure the systems used to foster continuous improvement are robust and drive improvement quickly; make sure that self-evaluation identifies key weaknesses and monitors staff practice and development, and that priorities and targets for improvement are based on rigorous monitoring of practice

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

Children are generally suitably occupied during their time at the nursery. Staff carry out observations and assessments on the children and record these in children's 'learning journals'. Although staff identify children's next steps these are not prioritised and the lack of organisation of routines means that children's individual needs are not being effectively met. For example, staff regularly stop activities and move children on to another activity before they are finished. Therefore children are unable to complete the activities they are involved in or do not want to come inside when requested by staff. Children become upset and frustrated and staff carry them inside when they refuse to come by themselves. Therefore staff are not enabling children to become active learners or meeting their individual learning needs effectively.

All children currently play in the same room due to the low number of children on roll. This means that the youngest children cannot be put safely onto the floor to explore as the older children are constantly running around. Staff are generally supporting children's developing literacy skills. Children enjoy activities such as story time and staff use props effectively to help tell the story. Children sit fully engaged during this time and help to use the props during the story. Children have access to books in the main playroom. These are few in number and put on a table, so children cannot always access them easily by themselves. This means that books are not displayed in an inviting way to encourage children to look at them by themselves. Therefore staff do not always actively help children enhance their developing independence skills. Staff talk to children as they play asking some questions while they interact. However, they miss opportunities to help develop children's thinking and problem solving skills. For example, when playing outside children roll cars down a tube. Staff do not ask children what else they could use but get a plank of wood and place it where they think is best for the children. As a result staff do not consistently promote children's problem solving and thinking skills.

In general children's personal, social and emotional development is adequately encouraged. Staff remind children to use kind hands with their friends and remind them to play nicely. Children enjoy displaying their understanding about how they feel. For example, children playing outside say they are feeling grumpy and pull a face to reflect this. They go off and sit in the wigwam, chat amongst themselves, then run back to the member of staff smiling shouting they are happy. Children generally take turns and share as they play with each other and the staff. Staff miss opportunities to develop children's understanding of mathematical language such as counting how many cups and plates are needed at snack times. Although staff provide a mathematical tray in the garden with various resources such as tubes and containers they fail to engage children in using these resources. Children are not acquiring the skills, attitudes and dispositions they need to prepare them for their next stages in their learning, such as school.

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

The nursery policy regarding the allocation of a key person is not followed closely. New children are not allocated a key person on arrival to the setting. As a result, young children are not able to quickly form secure attachments with a special person and have activities tailored to their individual needs. All children are cared for in one playroom, even though the nursery has plenty of other rooms. Young children are constantly carried or sit on adults knees as the older children run around and play. This means that young children are not able to play on the floor safely to explore and develop their physical skills. The babies are cared for by unqualified staff, who do not yet have the experience to identify and meet their individual needs effectively. In general most children are well behaved and understand the rules of the nursery.

Children are beginning to learn about suitable personal hygiene procedures. They are reminded to wash their hands before meals and snacks. They are encouraged to sit at meal times and chat happily with the staff as they eat. Children are able to select food

from the variety offered at snack times. However, older children are not encouraged to develop their independence such as being able to pour their own drinks or to contribute in the preparation of snacks. Staff speak to parents about ensuring they provide healthy options when they provide lunch boxes for their children. Children are beginning to learn about healthy lifestyles. They are able to have regular access to the outside play space. Children enjoy being able to run, climb, ride bikes and play with water. Children are given warnings about when it is time to tidy up and come inside. However, the routines are not flexible enough to allow those children who learn better outside to remain outside to play, when others come inside. This means the nursery are not fully meeting the individual needs of all the children attending. Staff take the youngest children outside but generally carry them and do not put them down to develop their investigation skills and explore the world around. Children are not being prepared adequately for the move on to their next stages in their learning, because staff are not providing adequate support for them.

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

The inspection was brought forward in relation to concerns raised to Ofsted about child ratios, staff deployment and qualifications. It was found that the nursery was complying with the ratios of staff to children. In addition, overall, the required qualified to unqualified staff ratios are in place. However, the deployment of unqualified staff means that they are left in charge of babies. This is a breach in the safeguarding and welfare requirements of the Early Years Foundation Stage. During the inspection it was found that risk assessment processes are not effective at identifying and addressing potential hazards. For example, trailing wiring from the fairy lights near the cots is a strangulation hazard and plug sockets are not covered. In addition staff were able to easily access their mobile phones during the day as the safeguarding policy was not being complied with. Even when these hazards were pointed out to the owner/managers these were not removed. These hazards pose a risk to children in the setting and compromises children's welfare and well-being.

The providers have an appropriate understanding about their responsibilities in meeting the learning and development requirements. They carry out observations and assessments on the children and indicate they know children interests and next steps. However, the organisation of activities and the quality of staff teaching and interaction does not always promote children's learning and development appropriately or help children make the best progress they can. This means that children's individual needs are not being met effectively.

There is a positive partnership with parents. They receive daily information about their children's day. For example, all parents receive newsletters and parents of younger children are given a written sheet of daily information. Parents have access to their children's 'learning journal', although their comments are not always included in these to promote a fully cohesive approach to learning. Parents have access to the settings policies and procedures and a notice board in the entrance hall keeps them informed about future events. Parents spoken to on the day generally commented about how well their child has settled and how happy they are with the care provided. There are suitable links with other

professionals, such as the local schools, where information is shared between them about children in their care. This means that overall adults are able to contribute to the older children's learning and development.

The owner/managers have worked hard to drive improvement and have addressed the areas to improve that arose from their last inspection. However, this has meant that they have not fully evaluated practice in the setting as a whole and as a result they have overlooked some serious potential hazards that may pose a risk to the children in their care.

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:

- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises to ensure that all necessary measures are taken to minimise any identified risks (compulsory part of Childcare Register)
- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises to ensure that all necessary measures are taken to minimise any identified risks (voluntary part of 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	EY430835
Local authority	Gloucestershire
Inspection number	955729
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	20
Name of provider	Kimberley Howard & Francesca Gardiner Partnership
Date of previous inspection	06/02/2013
Telephone number	07543282532

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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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