

Blue Grass Purple Cow Nursery

The Old Church, Buxton Old Road, Higher Disley, Cheshire, SK12 2BU

Inspection date	22/05/2014
Previous inspection date	03/02/2009

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

- Teaching is inconsistent across the nursery and does not always challenge or extend children's learning. This is because management do not effectively monitor or develop this area of practice with staff.
- The educational programme in the toddler room lacks sufficient interest and challenge as too much time is spent on routine tasks, such as nappy changing and mealtimes. Consequently, children's learning opportunities are restricted and their potential progress is not fully maximised.
- Staff do not record children's hours of attendance accurately each day. This puts children at risk, particularly in the event of an emergency evacuation of the building.
- Risk assessments do not include all aspects of the environment, to ensure that children's safety is not compromised. In particular, the front door is not secure. As a result, children are not fully safeguarded.
- Staff are not always deployed effectively to ensure that the required staffing ratios are met at all times. This compromises children's safety and well-being.

It has the following strengths

- Staff develop effective partnerships with parents to make sure they feel fully involved in their child's care and learning. As a result, children are settled and happy in the nursery.

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 three playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to the nursery owner, staff and children throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, children's attendance records and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents, carers and the local primary school headteacher who were spoken to on the day and from information included in the setting's own parents' survey.

Inspector

Sharon Lea

Full report

Information about the setting

Blue Grass Purple Cow Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted church hall premises in the Higher Disley area of Stockport and is privately owned. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there are two enclosed areas available for outdoor play. The nursery employs 14 members of childcare staff. Of these, 14 hold appropriate early years qualifications at levels 2 or 3. In addition, the manager holds a level 4 and the owner holds Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 87 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- ensure that teaching is consistent throughout the nursery, in order that children's learning is extended and challenged through high quality interactions and well-planned purposeful activities
- review thoroughly the organisation of the educational programme and learning environment for the toddlers to ensure that children have access to sufficient resources to sustain their interests and that staff are providing them with challenging learning and play experiences, to support their progress
- deploy staff effectively at all times to meet the ratio requirements and to ensure children's well-being and safety are not compromised
- ensure that reasonable steps are taken to assure the safety of children in the case of fire or any other emergency, through accurately recording children's hours of attendance each day
- review the risk assessment to ensure that children's safety is not compromised by ensuring the front door cannot be opened by members of the public from the outside.

Inspection judgements

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

The learning and development requirements of the Early Years Foundation Stage are not being fully met in the toddler room of the nursery. Although, weekly activity planning is in place, children in this room spend long periods of time where they are contained, rather than engaged in productive learning opportunities. For example, for a considerable period of time before lunch, children are expected to sit and listen to stories in a large group while each child has their nappy changed. Although, many of the children are clearly disinterested and start to wander away from the book corner, staff continue with the story. Therefore, the educational programme and the quality of teaching, which children experience in this room are not appropriate in meeting their learning needs and does not support their progress. In contrast, older children are engaged in interesting activities where staff teach them about different artists and their painting techniques, enhancing their knowledge and understanding and their expressive artistic skills. However, as a result of the inconsistent quality of teaching in the toddler room, children cared for in that room are not well prepared for their future learning.

Staff carry out observations of children during play, identifying their skills and next steps in their learning, to incorporate in their planning. Staff in each room base their weekly planning on the current interests of the children and identified next steps in learning. Babies are cared for in a dedicated room and staff provide them with an environment, which supports them well in their learning and development. Physical development is promoted through organised space, which enables them to move around and resources that support walking and finer physical movements. Communication and language skills are developed through staff valuing the babies' vocal attempts and extending their vocabulary through, for example, regular singing sessions. Sensory activities with paint, dough and shaving foam develops their sense of touch, early mark-making skills and exploration. Children of all ages have opportunities to mark make and develop early writing skills using a range of resources, indoors and outdoors. Older children do daily letters and sounds activities, developing their literacy skills in readiness for school. Outdoors, children have a wide range of opportunities to develop their physical skills and understanding of the world. Children can develop their physical skills through riding wheeled toys, splashing in puddles or mixing up creations in the 'mud kitchen'.

Staff gather appropriate information about children's starting points from parents when they initially start in the nursery. Daily information is shared with parents regarding their child's care routines and specific activities the child has enjoyed during their day at nursery. Parents' meetings take place regularly, providing staff with opportunities to share a summary of each child's progress. This enables parents and staff to work together to support each child's next steps in learning. Staff also undertake the progress check at age two with parents, providing a copy for them to share with their health visitor during their developmental assessment. A range of information is available to parents, through newsletters, notice boards which share guidance, such as 'let's talk, top tips', to promote children's language development and the nursery's website. Parents can also access a range of information leaflets, such as supporting potty training, to enhance the advice or

guidance provided by staff. Feedback from parents is obtained through daily conversations and annual questionnaires. Parents are encouraged to share in their child's learning at home, through taking home a variety of activity bags. The nursery also involves parents through inviting them to attend events, such as 'thanks-giving' dinner and sessions where they discover how their children learn through play and how staff manage their behaviour. Children with special educational needs and/or disabilities are supported through partnership working with other professionals and staff follow individual education plans with measurable and achievable targets to support children's progress.

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

Children appear through their actions that they feel safe and secure. However, their safety is being compromised because the provider is not sufficiently vigilant with regards to the children's health and safety. During the inspection, insufficient staff were on duty in the toddler room to ensure that the ratio requirements were met, putting children's safety and well-being at risk. In addition, the inaccurate record keeping of children's attendance means that in the event of a fire evacuation, staff will not be able to ensure that all children are accounted for. Furthermore, risk assessment procedures are ineffective, as it is possible for someone to access the building through an unlocked door without permission. As a result, children's safety and welfare is inadequately promoted. Staff are, however, genuinely caring, and warm relationships with babies and children are evident throughout the nursery. Babies are safe and secure in the baby room, which is detached from the main building and can only be accessed through staff permitting entry. This room is cosy and comfortable, providing a homely atmosphere to support babies in their transition from home to nursery. Clearly defined areas provide opportunities for sensory play, building with construction materials and quiet times with books. Babies eat, have their nappies changed and sleep within this room, enhancing their sense of security and belonging. It is evident that babies have formed attachments with their key person, who ensures that their daily care and learning needs are met. However, for toddlers, there are too few staff at times, to ensure that they receive an appropriate level of care and attention. This results in them having to sit for long periods of time, while all of the children are having nappies changed or are waiting for their food at lunchtime. Consequently, this compromises their learning needs and their emotional well-being.

New babies and children have a number of settling-in visits, so that they begin to develop attachments to their key person. Parents share initial information about their child, to enable their physical care needs to be understood and met from the outset. Consequently, the move from home to nursery is usually smooth for both children and their parents. Equally, information is shared between staff when children are ready to move to the next age room within the nursery, supporting a smooth transition. Parents are encouraged to provide family photographs, which staff develop into individual albums, available to the children at all times. This supports their emotional well-being through offering reassurance if they are tired or upset. Resources in all rooms are stored at a low-level, so that children can access them independently and outdoors, they can also make choices from a wide variety of resources. Independence skills are developed throughout the nursery. Babies are encouraged to feed themselves as soon as they are able and toddlers progress to drinking from unlidded cups in preparation for moving to the pre-school room. Older

children wash their hands before eating, serve their meals, pour their drinks at lunchtime and put on their own coats before outdoor play. Consequently, they are beginning to develop the skills, which will help them to become ready for school.

Children of all ages learn the benefits of a healthy lifestyle as they have daily, planned opportunities to enjoy the fresh air and take part in physical exercise. Older children have continuous access to the outdoors throughout the day. Outdoor activities offer children the opportunity to take measured risks in their play, supported by the staff. For example, children use balancing beams and negotiate steps and ramps, while staff stay close by to reassure and guide them. These challenging activities help children to develop a 'have a go' attitude and to persist with more difficult tasks, which will help them to become confident and active learners when they eventually start school. Staff gently remind children to play safely and praise kind behaviour. For example, they model good manners, saying 'please' and 'thank you' to children and encourage them to share resources during activities, such as painting together. This supports children to learn to take turns and be cooperative in their play. Positive behaviour is reinforced through the purple cow code of using kind hands, walking feet, kind words and listening ears. During outings, staff explain about expected behaviour and how to cross roads safely and children also take part in regular fire drills, which enables them to know how to respond quickly in an emergency. As a result, children are learning how to stay safe and are well behaved. Meals and snacks are healthy, with fresh fruit and vegetables being offered everyday. Older children have weekly cooking sessions with the nursery chef, helping to prepare part of the main meal for the day. In addition, they make fresh bread each day, which is used for their afternoon snack. These experiences support the children to learn about positive habits that will contribute to a healthy lifestyle.

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

Management have failed to ensure that the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and the Childcare Register requirements are fully met. During the inspection, there were insufficient staff to meet the required ratios in the toddler room. This is a breach of the statutory requirements, compromising children's safety, well-being and the quality of their care and learning. Children's safety is further compromised because of the lack of accurate recording of their attendance. On some occasions, children are not marked in when they have attended during the day, on either the group room or central nursery registers. This puts children at risk, particularly in the event of an emergency, such as a fire evacuation. This is a breach of the requirements for the Early Years Register and the Childcare Register. In addition, although, risk assessments are in place, these do not fully include all aspects of the environment, to ensure that children's safety is not compromised. In particular, the front door is not secure, and does not prevent access to the building by strangers. As a result, children are not fully safeguarded. This is a further breach of the requirements for both the Early Years Register and the Childcare Register.

Safe recruitment procedures, induction and ongoing suitability checks are in place to

ensure that staff are suitably qualified and vetted to work with the children in the nursery. New staff complete a thorough induction process and probationary period which includes awareness of all policies and procedures and their roles and responsibilities. Staff demonstrate a sound awareness of the possible indicators of abuse and what to do should they be concerned about a child in their care. Furthermore, staff are clear regarding the procedure they would follow if there are concerns that questioned the suitability of adults working with the children. All staff are first-aid trained, record accidents and the administering of medication appropriately. Staff receive support and development through regular individual supervision sessions and annual appraisals. Training in safeguarding and first aid are regularly updated and additional training opportunities are provided in-house or accessed through the local authority, when available. However, management systems to monitor and develop the quality of the staff's teaching are not in place. Consequently, teaching is inconsistent across the nursery, impacting upon the quality of children's learning opportunities.

A detailed self-evaluation of the nursery has been carried out, involving the views of staff during staff meetings and feedback from parents through questionnaires. This has resulted in the production of individual room development plans, demonstrating the commitment of the staff team, to drive the quality of the nursery forward. Partnerships with parents are strong. Parents spoken to on the day of the inspection expressed high levels of satisfaction about the nursery and the staff. Parents are very happy with the care their children receive, the level of information shared with them and the welcome involvement, which they have within the nursery. Staff have also developed suitable partnerships with external agencies, to ensure that children with special educational needs and/or disabilities and their families are supported. They are also aware of the advantage of liaising with teachers to support children when the time comes for them to move onto school, to help them experience a smooth transition. A local head teacher who was spoken to during the inspection was highly complimentary about the academic ability of the children who move from the nursery to her school. She identified that the children were often achieving above their age-related expectations on entry and described them as 'very well rounded individuals'.

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 no one can enter the premises without the knowledge of the person in charge (compulsory part of the Childcare Register)
- ensure that a daily record of the children looked after on the premises and their hours of attendance is accurately maintained (compulsory part of the Childcare Register)

Register)

- ensure that no one can enter the premises without the knowledge of the person in charge (voluntary part of the Childcare Register)
- ensure that a daily record of the children looked after on the premises and their hours of attendance is accurately maintained (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	EY314653
Local authority	Cheshire East
Inspection number	862172
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	43
Number of children on roll	87
Name of provider	Blue Grass Purple Cow Ltd
Date of previous inspection	03/02/2009
Telephone number	01663 764 400 or 07990 590 480

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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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