

# School Lane Nursery

Badsey First School, School Lane, Badsey, EVESHAM, Worcestershire, WR11 7ES

<b>Inspection date</b>	07/07/2014
Previous inspection date	09/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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

- Children's well-being is compromised because staff do not gain written permission from parents when administering medication, which potentially puts children at risk of harm.
- Children are not adequately safeguarded because the provider does not follow robust recruitment procedures. Particularly because references are not taken up for all staff, to ascertain fully their suitability to work with children.
- Children are not always able to go outside when they wish, which means that they are not always able to build on their learning in an environment that suits them best.

### It has the following strengths

- Staff are kind and caring and as a result, children form close attachments to them and feel comfortable in their care.
- Children make good progress in their learning and development because staff know how to plan effectively to promote their learning and development across each area of learning.

## 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 indoors and outside.
- The inspector conducted a joint observation with the provider.
- The inspector held a meeting with the provider and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Josephine Heath

## Full report

### Information about the setting

School Lane Nursery registered under new ownership in 2011. The nursery is located in a building in the grounds of Badsey First School near Evesham, Worcestershire. There is level access to the premises. Children use a fully enclosed outside play area and have opportunities to use the school grounds. The nursery is open each weekday during school term times and sessions are from 9am until 3.10pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 56 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities. There are six members of staff, all of whom hold appropriate early years qualifications to at least level 3. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- obtain written permission from parents and keep a record of this, prior to administering any medication
- implement robust procedures to establish the suitability of staff to work with children. This includes obtaining references for all new staff members.

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

- provide further opportunities for children to lead their own learning, for example, by allowing them more freedom to choose when to play outside.

## Inspection judgements

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

Staff have a good knowledge and understanding of how children learn and develop. Consequently, they plan and provide a range of good-quality learning experiences for children that actively promote their good progress across each area of learning. As a result, children actively gain the skills, attitudes and dispositions they need to be ready for school. There is a good balance of adult-led and child-initiated play. However, children are not always able to fully develop their play and pursue their interests in a way that suits them best as they are not always able to play outside when they wish.

The quality of the teaching is consistent throughout. Staff create opportunities to extend

learning. For example, staff use a parachute and beanbags to engage children in rhythmic songs, counting, describing shapes, throwing, catching and balancing. Staff demonstrate activities and support children using positive praise. This encourages children to try new skills and explore different ways to use objects. Equally, staff supervise children engaging in role-play activities, such as selling ice-creams, and provide support through participating when asked to by the children. Staff let children enhance their game independently, therefore, shaping their own learning. Staff know children really well and are accurate in their assessments of children's development. Staff use the information they obtain from parents and their own assessments of their progress to plan activities. They are fully aware of where children may need additional support and provide appropriate activities to help children make progress to catch up.

Staff complete regular assessments of children's progress. This includes the progress check for children between the ages of two and three years. This means that they have a clear picture of each child's capabilities and are therefore well placed to meet their individual needs. As a result, all children, including those with special educational needs and/or disabilities, make good progress in their learning and development. The special educational needs co-ordinator is highly knowledgeable. Appropriate training has been completed to enable good support for children with speech and language delay. Relevant intervention is made, which includes small group work for children with these difficulties, focussing on sounds through games and songs. This good practice means that such children quickly catch up. Staff help children to guide their children's learning at home. They provide ideas for activities they can complete together and make sure they are aware of their children's next steps in learning.

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

Children's well-being is compromised because procedures for the administration of medication do not meet requirements. Parents are not asked for written permission before staff administer medication to children. However, children learn about the importance of adopting healthy lifestyles as staff teach them good hygiene practices, such as hand washing, and ensure that they get plenty of fresh air and exercise throughout the day.

Staff have high expectations for children's behaviour and give gentle guidance to help children to learn to manage their behaviour for themselves. For example, they remind children about the boundaries set, such as not running indoors. As a result, children behave well, sharing and being kind to each other. An effective key-person system allows children to form strong bonds and attachments to staff. This allows them to feel safe and secure in the nursery. However, because recruitment procedures are not fully robust, these feelings of security are somewhat misplaced. The key persons successfully engage with parents to ensure that relevant information is shared about children's care needs and home routines. This helps staff to put in place appropriate arrangements to help children settle in. The nursery is welcoming and stimulating. All children display good levels of self-esteem and are motivated to explore independently and engage in various activities. Resources are well matched to children's needs and actively promote their learning and independence.

The nursery prepares children well for school. For example, key person's use group time to build on social and listening skills. Children are consistently encouraged to take care of themselves and manage their own self-care. For example, staff encourage children to dress themselves, clear their own food away, cut up their fruit and pour their own drinks. Children learn to keep themselves safe as, for example, staff show them how to use a knife carefully, to prepare their snack.

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

Children are not adequately safeguarded because management do not follow robust recruitment procedures when employing new members of staff. Although management carry out some checks, they do not take up references for all new staff members. Consequently, staff's suitability to work with children cannot be fully guaranteed. This is a breach of requirements. The provider is the designated safeguarding officer for the nursery and is fully aware of all the significant events she must report to Ofsted. She has a sound knowledge of how to deal with child protection concerns and any allegations that may be made against a member of staff. The staff at the nursery also have a sound knowledge of what to do if they have any concerns about a child or member of staff. This goes some way to protecting the children in their care.

The provider understands fully her role in meeting the learning and development requirements of the Early Years Foundation Stage. She monitors the educational programmes effectively and seeks intervention for children with additional needs quickly. As a result, assessments are accurate and planning is targeted at areas of developmental need, so all children make good progress. All staff are qualified to level 3 and this has had a positive impact on the quality of teaching and educational programmes delivered. The management conduct regular team meetings, informal supervisions and yearly appraisals, which provide effective opportunities for sharing ideas and improving staff performance. Buddy systems are used appropriately to help support less experienced staff. These arrangements adequately support staff to gain the up-to-date knowledge and skills they need to provide good-quality teaching for all children.

The management team have clear strategies in place to evaluate the quality of the provision. Staff are encouraged to reflect on the effectiveness of their work and parents and children's views are taken into account. This means that the provider has identified some of the areas for improvement. However, they have failed to recognise where there are breaches in the welfare requirements and this has a significant impact on children's safety.

Staff develop strong partnerships with parents and external agencies. Parents say that they feel fully included and feel that staff strongly contribute to the progress their children make. The nursery shares information about children's development with the parents during daily feedback and through parents' evenings to make sure that they are well informed. Partnerships with other agencies, such as, social workers and speech and language therapists, mean that children with particular needs promptly receive the help

and support they need. Partnerships with the school ensure that children are well prepared and feel confident when the time comes for them to move on.

### **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 records of medication being administered are kept, including parent/guardian/carer's consent, for a period of two years (compulsory part of the Childcare Register)
- ensure that effective systems are in place to check any person in regular contact with the children is of integrity, good character and has skills and experience suitable for the work (compulsory part of the Childcare Register)
- ensure that records of medication being administered are kept, including parent/guardian/carer's consent, for a period of two years (voluntary part of the Childcare Register)
- ensure that effective systems are in place to check any person in regular contact with the children is of integrity, good character and has skills and experience suitable for the work (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

<b>Unique reference number</b>	EY426139
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	874485
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	28
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Lucy Jane Clarke
<b>Date of previous inspection</b>	09/01/2012
<b>Telephone number</b>	01386 830325

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

