

Lawley Village Day Nursery

Gresham Drive, TELFORD, TF3 5ES

Inspection date

Previous inspection date

27/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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. Ineffective monitoring of staff practice results in staff not making the most of teaching opportunities to engage children's interest and extend their learning. Consequently, children's learning and development is not fully supported and the quality of teaching is weak.
- Assessment and observation are not being carried out or monitored consistently, this means that children's initial starting points and next steps are not being accurately identified or targeted to close any gaps in their learning.
- Staff do not follow the nursery's procedures for dealing with accidents and administering medicine to children. This means children's welfare and well-being is not sufficiently promoted.
- Staff do not consider the development stage of children to fully promote their learning and development. In particular, the pre-school children's independence and self-care skills are not promoted during mealtimes.

It has the following strengths

- Parents comment that their children are 'happy and content' to be in 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 conducted a tour of the premises.
- The inspector observed play and learning activities and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the key persons.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a meeting with management and looked at and discussed a range of policies and procedures.

Inspector

Kerry Wallace

Full report

Information about the setting

Lawley Village Day Nursery was registered in 2013. It is privately owned and operates from a purpose-built building in Lawley, Telford. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday, from 7am to 7pm and Saturday from 8am to 1pm, all year round, except for bank holidays. Children attend for a variety of sessions. Children have access to enclosed outdoor play areas. There are currently 179 children on roll, of whom 167 are in the early years age group. The nursery receives funding for the provision of free early education for two,- three- and four-year-old children. There are currently 19 staff working directly with the children, all of whom have an appropriate early years qualification. Of these, two have qualifications at level 6, two at level 5, and 15 at level 3. 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 that management have a good understanding of all of safeguarding practice including the procedures to follow if an allegation is made against a member of staff
- ensure effective supervision and monitoring arrangements are in place to accurately assess staff practice; identify the training and development needs of all staff and ensure effective support and guidance is provided where necessary
- reflect on the quality of teaching and learning by ensuring that training is focused on raising staff's knowledge of how to promote the characteristics of effective learning
- ensure observation and assessment is effective by; developing staff knowledge of how to use observations; establish initial starting points; identify and target children's next steps in their learning, so children make good progress in their learning and development
- ensure staff follow the nursery's procedures for dealing with accidents and administering medicines to promote children's welfare.

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

- ensure pre-school children are given opportunities during mealtimes to develop their independence and self-care skills.

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

The quality of teaching is varied throughout the nursery. Staff support young babies' communication and language development as they listen and respond to their actions appropriately. For example, during outdoor play, staff encourage them to extend their babbling and imitate noises so that babies can listen and copy them. Staff sing children's favourite songs and provide musical instruments which they clearly enjoy exploring as they begin to understand how they can make sounds with them. However, children in the toddler and pre-school rooms are not always actively involved in their learning. Children in the toddler group wander around the outdoor area as they become bored with adult-led activities. Staff fail to notice this and because they had not organised the outdoor area with other resources, children are not provided with any interest or challenge.

Staff working with the pre-school children do not always consider their developmental stages to advance children's learning and development. For example, staff hand out cutlery to children and do not exploit opportunities to encourage children to count out everyday objects to support their mathematical development. They hand out name cards to children in a hurried manner and do not take the time to extend children's literacy skills by sounding out letters in their names. As a result, children are not involved in daily routines to support their learning and development. In contrast, staff working with the toddlers encourage children to identify their own name cards and sound out the letters in children's names to teach them early reading skills. However, inconsistencies in practice do not always promote the characteristics of effective learning. As a result, children do not always make sufficient progress in their learning and development or acquire the skills to support their next stage of learning.

Staff gather information from parents on entry to ensure they are aware of children's individual interests. They have started to carry out some observations and assessments of children to determine progress and stages of development. However, staff do not complete these regularly or accurately enough so they can be used to assess children's development in the Early Years Foundation Stage. Initial starting points are not established and gaps in children's learning are not identified as assessment is incomplete. Consequently, children's learning and development is not adequately supported.

Parent partnerships are developing well. Newsletters are compiled and distributed to inform parents of changes in the nursery, such as changes to members of staff and any planned future events. This helps to keep parents involved in their child's learning so that they can support children at home. Parents receive daily verbal communication and young children's daily activities are recorded in daily diaries. As a result, parents are kept informed about aspects of their child's day at nursery.

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

Children are happy and content to be in this nursery. Staff work hard to establish secure attachments so that children feel safe. This means children's emotional well-being is suitably promoted. Staff know children well and are good role models. They give children clear boundaries so children know what behaviour is expected of them. Consequently, children are well behaved. Parents spoken to are happy with the care provided and praise staff for being 'really friendly'. Procedures are in place to record accidents and administer medicine to children. However, staff do not always follow these, which means children's well-being is not always promoted.

The nursery has a cook that prepares freshly cooked meals and snacks for children each day. The menu is well-balanced and provides children with healthy choices to promote their physical health. Mealtimes in the nursery are varied and depend on the practice of individual staff. For example, staff in the toddler room encourage children to be independent at mealtimes by encouraging them to hand out cups and discuss with the children their daily meal. In contrast, staff in the preschool are not aware of what the menu consists of and proceed to pour children's drinks, serve their meals, take tops off

yoghurt pots and hand out cutlery and cups. This does not support children in developing their self-care skills or independence. Staff are aware of children's individual dietary requirements and cater for them accordingly, adopting safe and inclusive practice. Children are encouraged to have regard for their personal hygiene, as they wash their hands before eating and after toileting. This helps to promote a healthy lifestyle and keep children healthy.

The nursery has designated areas for each group of children to enjoy outdoor play. Safety surfaces have been implemented so that children can explore their environments in safety without hurting themselves. Young babies benefit from their own individual outdoor area where they can crawl about in safety. Consequently, children's safety is promoted in the outdoor environments. The outdoor areas and facilities provide regular opportunities for children to access fresh air and physical exercise on a daily basis. This helps to introduce children to a healthy lifestyle and understand the importance of regular physical exercise. Staff teach children to be aware of dangers and to manage risks. For example, staff remind children to be careful when running around and to be aware of other children. As a result, children learn to take care when playing outside and manage their own safety.

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

This is the first inspection since the nursery was registered. Management have appropriate recruitment and vetting procedures in place to ensure that all staff working directly with the children are qualified, safe and suitable. Visitor identification is obtained and recorded in the nursery's visitor's book. There are detailed risk assessments that are supported by daily visual checks of the inside and outside environments to ensure it is safe for children. There is a secure entry system in place to ensure only authorised persons may enter the nursery. The safeguarding policy is detailed and includes the use of mobile phones and cameras in the nursery. However, there are weaknesses in safeguarding practices that do not fully promote the safety of children. For example, management are not confident of the action to take if an allegation is made against a member of staff. As a result, children are not fully safeguarded. Management have implemented policies and procedures to meet the requirements of the Early Years Foundation Stage and Childcare Registers. However, they have failed to ensure that staff understand these procedures and have not monitored their practice. Consequently, leadership and management of the nursery is inadequate. In particular, ineffective monitoring of staff performance has resulted in children's observation and assessment being fundamentally weak in supporting their learning and development. As a result, the quality of teaching is inadequate as it is not consistent throughout the nursery.

Management have started to implement systems to evaluate staff performance by holding supervision meetings with staff. However, due to time constraints and the nursery becoming very busy, there has been too little emphasis on addressing identified areas. For example, although management have noted that children's independence is not promoted during mealtimes in the pre-school room, their efforts to improve this have not been successful. Consequently, staff practice is not monitored effectively to ensure it is consistent and promotes children's learning and development. Management are keen to

improve their nursery provision. For example, they are developing an outdoor area into a forest school so that children can engage in forest school activities and experiences. This shows they are committed to providing quality experiences for children. Management have evaluated some aspects of their provision and have drawn up action plans to identify these areas. For example, they are aware of some of the weaknesses in their current observation and assessment systems. However, at the time of inspection there is little evidence to show how they have addressed these areas. Consequently, self-evaluation is weak and has too little impact on improving practice.

Partnerships with parents are developing well. Parents receive relevant information on entry to the nursery. For example, there is a detailed induction booklet, comprehensive prospectus that clearly explains policies and procedures. This means that parents are made aware of routines and procedures that affect their children. Parents and children are welcomed into the nursery and staff strive to maintain good partnerships with parents. Parents say their children are 'happy and content' and that 'staff are friendly and share information about their child's day.' The nursery receives support from the local authority and has made contact with local schools to invite teachers to visit the nursery. This means that children are beginning to be prepared for their future learning as they become familiar with teachers.

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	EY471213
Local authority	Telford & Wrekin
Inspection number	948226
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	193
Number of children on roll	179
Name of provider	Lawley Village Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01952604080

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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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