

Market Bosworth Day Nursery

7 Barton Road, Market Bosworth, Nuneaton, Warwickshire, CV13 0LQ

Inspection date	21/07/2014
Previous inspection date	04/04/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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

- Staff do not consistently manage children's behaviour in a positive and sensitive manner, and the systems in place to obtain swift expert advice are ineffective.
- Staff do not meet the individual needs of all children, in particular those children with emerging special educational needs and/or disabilities, and those who require additional support and adjustments made to the routine. The sharing of information with these parents and carers is weak, and children make little progress from their starting points.
- Staff do not use observation and assessment adequately to target support for children, and some staff have poor knowledge of the characteristics of effective teaching and learning. Consequently, all children are not adequately challenged and not prepared for their next stage of learning.
- Safeguarding regulations, in relation to ensuring all staff caring for children have appropriate training, skills and knowledge, and receive an appropriate induction, are not met.
- Leadership is inadequate due to the ineffective monitoring, supervision and coaching of staff, and weak systems are in place to manage underperformance.

It has the following strengths

- Children increase their independence at mealtimes and are provided with freshly prepared meals and snacks, which are healthy and nutritious.

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 play rooms and the outdoor play areas.
- The inspector held a meeting with the registered persons, manager and the deputy.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day.

Inspector

Parm Sansoyer

Full report

Information about the setting

Market Bosworth Day Nursery is one of three nurseries run by the provider. It registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from the ground floor of a house in the village of Market Bosworth, near Hinckley, Leicestershire. Children have access to an enclosed outdoor play area. Children attend from the local community, and nearby towns and villages. There are currently 35 children on roll, of whom 33 are in the early years age range and two are aged five to eight years. The nursery is in receipt of funding for the provision of early years education for children aged three- and four-year-old. It is open each weekday, from 7.30am to 6pm, for 51 weeks of the year, closing for one week at Christmas. The nursery also provides a before and after school service and holiday club. There are six members of staff employed. One holds an early years qualification at level 5, one holds a qualification at level 4 and is working towards a level 6, two hold a qualification at level 3, one holds a qualification at level 2 and the other is unqualified. 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:

- improve the role of the named practitioner responsible for behaviour management, so they are more effective in advising other staff on behaviour issues and to give expert advice when necessary
- ensure the behaviour management policy is used consistently by staff to manage children's behaviour in a positive and sensitive manner
- ensure appropriate arrangements are in place for the monitoring, supervision and coaching of staff, including tackling under-performance, to increase staffs knowledge and skills to improve the quality of teaching
- ensure that unqualified staff have the appropriate training, skills and knowledge, and receive an appropriate induction, so they have a clear understanding of their roles and responsibilities
- increase staffs knowledge of the characteristics of effective teaching and learning, to help staff plan experiences and provide a better quality environment for children of all ages, so they are challenged and better prepared for the next stage in their learning
- ensure there are effective systems in place to meet the individual needs of all children, including those children with emerging special educational needs and/or disabilities and those who require additional support and adjustments made to the routine, to ensure they are fully included and supported to make progress from their starting points, and to secure their well-being
- improve the use of observation and assessment to capture any significant emerging concerns and to help develop a targeted plan to support the children's future learning and development, including involving parents and other professionals when necessary.

Inspection judgements

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

Children are not adequately prepared for the next stage in their learning because staff do not use observation and assessment effectively, as an integral part of the learning and development process. It is particularly evident for those children whose starting points are below those of other children of their age. Staff are not using the observation and

assessment systems in place, to capture any significant emerging concerns, to help develop a targeted plan to support children's future learning and development. For example, staff fail to identify the most appropriate next step in children's learning, when an emerging concern is identified. Therefore, the gaps in children's learning show little sign of closing. In addition, staff do not recognise quickly enough when children need additional support and make adjustments to the routine to ensure they are fully included and supported. This results in poor educational support for children with emerging special educational needs and/or disabilities and those who require additional support. Staff do not keep parents and carers up-to-date of these emerging concerns, and do not take swift enough action to involve other professionals, when necessary. Staff work reasonably well with parents and carers to keep them informed about what children will be learning throughout the week. For example, staff display the topics for the week, and the colour and rhyme they are covering at nursery, so that parents and carers can continue this learning at home. An 'I can' form has recently been introduced to encourage parents and carers to provide observations of what their children achieve at home. However, it is too early to see the impact of this. Teaching is variable across the nursery. The new staff, such as the manager and deputy, have a secure understanding of how children learn, develop and how to support them. However, it is too early to see the full impact of their work as yet. Other staff, such as the less experienced members, do not have an adequate understanding of the characteristics of effective teaching and learning. Therefore, the educational programmes and opportunities made available to children often lack challenge. For example, staff caring for children less than two years do not offer a broad enough range of resources for children to explore and investigate at their own leisure. In addition to this, staff caring for children over two years do not place enough focus on children actively learning through their play. Therefore, although most children enjoy their time at nursery, their learning is not always successfully challenged.

Older children increase their independence through helping prepare their snack and serving their food, using spoons and tongs, and enjoy chatting about what they are eating. Staff use songs, action songs and musical instruments to provide enjoyable opportunities for children to sing and increase their vocabulary. Books are made available in the rooms, and staff spend time with children reading and looking at books. However, during whole group story sessions, staff do not plan effectively for the varying learning needs within the group. Therefore, not all children are engaged as the book is too advanced for the younger children in the room. During adult-led activities, staff ask children questions to make them think and introduce new vocabulary, ideas and concepts. For example, older children are asked to think about how they will prepare the bath water for the doll, to recall events from home, sequence events and use descriptive language. However, practice is variable, for example, staff caring for children under two years do not always encourage all children to explore or investigate from what is available and engage them though talking to them. The educational programme for mathematics is underdeveloped. Whilst staff do provide appropriate opportunities for children to begin to count, sort and match, and consider shape and size, through using a range of construction toys, puzzles, games and the computer, the mathematics area is uninspiring and not maintained and, therefore, children show little interest in it. Staff do not successfully incorporate a mathematical component, such as weight, measure, capacity and numbers, in children's play. For example, within the role play area, sand, water and outdoors to further extend children's mathematical learning. This is because staff do not place enough

of an emphasis on playful teaching and active learning during activities and experiences throughout the day. Children are provided with a variety of writing materials, such as pencils, crayons, chalk and paper, and some children show appropriate levels of interest in what is provided, as they make their creations. Staff caring for children over two years provide opportunities for children to engage in discussion at circle time, and some opportunities for children to recognise letters and sounds and their names from name cards. However, this more structured routine, which places a better focus on literacy, has only recently been introduced. Therefore, it is too early to see the impact of this.

The educational programme for understanding of the world and promoting the children's physical development is strong. Staff make effective use of the outdoor areas, providing opportunities for children to be physical, through a challenging range of resources to test and extend their skills. Staff encourage children to explore their natural environment as they consider the changing weather and collect natural items, such as twigs and leaves and observe insects. Children plant and care for peas, strawberries, herbs and plants. They use the digging area and use the nature trail to identify insects. The regular celebration of a variety of religious festivals provides a base for children to learn about their own and other cultures. For example, children dress in a variety of traditional costumes, listen to music and taste various foods. Staff provide daily opportunities for children to express their creativity and imagination through using resources, such as arts and crafts materials and sensory experiences, such as dough, sand and water. However, these resources are not made freely available for all children. Therefore, this limits choice and opportunities for younger children to explore and investigate at their own leisure, and the older children to develop their own ideas and make links. A role-play area is provided but it lacks challenge and is not well presented and, consequently, not well used by the children.

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

Staff do not adequately support the children's personal, social and emotional development. There are not effective systems in place to meet the individual needs of all children, for example, children with emerging special educational needs and/or disabilities and those who require additional support. This results in these children having to fit into the routine of the room, rather than adjustments being made to the routine to meet their needs. This leads to these children becoming unsettled and disruptive. On occasions, staff do not show children the sensitivity and support required to manage these situations, or seek help from the named practitioner, who is responsible for behaviour management, to gain expert advice and support. In addition, the behaviour management policy in place is not used consistently by staff to manage children's behaviour in a positive and sensitive manner. Therefore, the children's emotional well-being is compromised on these occasions.

Staff warmly welcome children on arrival. There is an appropriate and assigned key-person system in place, which means staff know the children's likes and dislikes. Babies are fed and sleep according to their individual needs, and they enjoy being physically close to the staff. Staff keep parents and carers up to date about the children's care needs. For example, children have a written diary sheet with details about meals, sleep, nappy

changes and what activity they have enjoyed. There is a regular exchange of information about the children's care needs and achievements amongst the staff team. Consequently, most children are supported well when they transfer from the under two's room to the over two's room. There are strong systems in place to share information with the main feeder school, which the very large majority of children transfer to. This helps to support the move to school. The planning and use of available resources are under-developed and, consequently, not all children make sufficient progress in their learning and development.

Healthy eating is encouraged by staff. A four weekly menu is freshly prepared on site and meals are healthy, balanced, nutritious and enjoyed by the children. The outdoor areas provide children with a wide range of opportunities for physical play, such as using challenging fixed structures to climb and balance. Regular hand washing is encouraged to help children develop appropriate hygiene routines. The environment is kept appropriately clean and staff use protective clothing, such as aprons when changing nappies and tablecloths on the table for meals and snacks. The rooms and outdoor areas are safe, and children are supervised well. Staff ensure children learn to stay safe and how to use equipment safely, for example, they have visits from the fire brigade and learn to cross the road safely. However, the inconsistencies in behaviour management compromise the children's well-being and welfare.

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

On 11 July 2014, Ofsted received a concern in relation to an incident where staff managed a child's behaviour inappropriately, such as shouting and lifting a child. Other concerns were centred on the recent management changes, poor communication with a parent and a parental concern not being properly addressed. This concern prompted a full inspection. The manager and staff are not aware of any such incident occurring, and have not received any concerns from parents and carers. However, the inspection found, and the manager informed, the inspector there have been two recent and separate incidents. She witnessed staff lifting a child by the arm inappropriately and unnecessarily restraining a child whilst rocking the child to sleep. Although, there is no indication this was a deliberate attempt to harm the child, she acknowledges it does indicate general poor practice. The manager has taken action by speaking to the staff member. However, the manager has failed to follow the nursery's own behaviour management policy, which clearly indicates disciplinary action will be taken against a member of staff to manage this underperformance. In addition, the inspection found the provider has failed to meet other safeguarding and welfare, learning and development, and assessment requirements of the Statutory framework for the Early Years Foundation Stage. For example, the cook who is also used to care for the children is an unqualified member of staff and has not had an appropriate induction or training. This means she does not have a clear understanding of her role and responsibility, and some of the policies and procedures to follow, in relation to behaviour management of children and child protection issues. Other staff have an appropriate understanding of child protection issues and know the possible types of abuse, signs and symptoms, and the procedure to follow if they are concerned. All staff working with children have a Disclosure and Barring Service Check and references are obtained to check their suitability.

The leadership and management team consists of the registered individuals, the manager and two deputies. The manager and two deputies are responsible for the day-to-day management of the nursery. Since the last inspection, there have been two new managers, one new deputy and some new staff members. These numerous changes have led to a fragmented leadership team, a lack of strategic direction, and monitoring and supervision of staff, resulting in an inadequate service. Since the last inspection, insufficient progress has been sustained in some areas. For example, prompt action was taken to increase opportunities for babies to be physical, more adult-led activities were included into the educational programme and a better focus was placed on increasing children's language skills. There is some evidence of improvement within these areas. However, practice remains variable and any action taken to improve the educational programme for mathematics has been insufficient and has had little impact. The leadership and management team fail to fulfil their responsibilities in meeting the learning and development and assessment requirements of the Early Years Foundation Stage, including overseeing the educational programmes. This results in an educational programme which does not ensure all children are adequately prepared for the next stage in their learning. In addition, they have failed to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Consequently, children's well-being, safety and welfare are compromised. Self-evaluation, monitoring, direction and challenge, set by the leadership and management team, are weak and have too little impact. Self-evaluation has failed to identify all areas for improvement and any actions taken to tackle areas of identified weakness have been insufficient or not sustained. The new manager and deputy have an accurate overview of the nursery at this time. The manager in a short space of time has clearly identified areas for future improvement and devised a clear action plan, and introduced some new systems to improve the service being offered. However, it is too early to see the impact of these changes on the overall quality and standards of the service.

Parents and carers are warmly welcomed into the nursery, and those spoken to on the day report they are happy with the service provided. Parents receive verbal and written feedback about how their children have been and written progress summary reports. However, this information is not always accurate due to the inconsistencies in the observation and assessment systems. Partnership working with the local feeder school and other settings are positive, but systems to engage other professionals to gain expert advice swiftly are underdeveloped.

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 any person caring for, or in regular contact with children has skills and experience suitable to work with them (Compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (Compulsory part of the Childcare Register)
- ensure any person caring for, or in regular contact with children has skills and experience suitable to work with them (Voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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	EY152690
Local authority	Leicestershire
Inspection number	982095
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	35
Name of provider	Ashok Kumar Shinh and Kiran Gian Shinh Partnership
Date of previous inspection	04/04/2013
Telephone number	01455 290561

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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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