

Redwood House Childrens Nursery

128 Orrell Road, Orrell, WIGAN, Lancashire, WN5 8HJ

Inspection date	11/06/2014
Previous inspection date	03/02/2012

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 provider has failed to notify Ofsted of changes to the premises. This is a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Staff do not understand the nursery's safeguarding procedures and do not have a secure knowledge of the effective practice needed to protect children from harm.
- Safety arrangements are compromised because risk assessments do not identify all hazards to children, including those caused by recent changes to the building. In addition, daily registers are not kept accurate enough to ensure children's safety.
- Staff are not deployed effectively to ensure children are well supervised and supported at all times of the day.
- Assessment and tracking of children's progress is not yet consistently embedded in practice. The educational programme requires further development and activities do not always offer enough challenge to ensure that children make as much progress as they can.

It has the following strengths

- Children have daily access to an outdoor area.

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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, a local authority adviser and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the senior nursery nurse.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Redwood House Children's Nursery was originally registered in 1992 and opened in 2011 as a limited company. It is a privately run company and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It operates from two large adjoined properties in Wigan, Greater Manchester. Children have access to enclosed outdoor play areas. The nursery employs 35 members of childcare staff. Of these, one holds Early Years Professional status, one holds Qualified Teacher Status, two hold appropriate early years qualifications at level 5, five hold level 4, 23 hold level 3 and three members hold level 2. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 203 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. 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 all staff understand the safeguarding policy and procedures, in order to respond in a timely and appropriate way to any safeguarding issues
- ensure staffing arrangements meet the needs of all children, and that staff are suitably deployed to ensure children are safe and adequately supervised at all times of the day.
- ensure that a daily record of the names of children being cared for on the premises, their hours of attendance and the names of each child's key person are maintained
- ensure that risk assessments identify aspects of the environment that need to be checked, when and by whom those aspects will be checked, and how the risk will be removed or minimised
- ensure that assessments of learning and the tracking of children's progress are consistently used to understand children's level of achievement, interests and learning styles
- improve the educational programme by planning challenging learning experiences that specifically meet children's individual needs to support children in making good progress in all areas.

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

Staff have an inadequate knowledge of the learning and development requirements of the Early Years Foundation Stage. Current practice does not reflect requirements and, as a result, educational programmes do not meet the needs of all children. Procedures for assessment are weak as observations and the tracking of children's progress are not consistently undertaken for all children. This means that all children's progress is not clearly identified or robustly monitored throughout the nursery. As a result, any gaps in learning or areas where children may need extra support are not clearly identified. Planning does not provide challenging experiences for children in all areas of learning. For example, children play with dough but there are not enough resources to support their learning. Children take part in a creative activity using one pot of crayons and pieces of paper. Staff ask children to write their name but children find this challenging as staff do not use a point of reference, such as a name card. Children play in a role-play area but resources are extremely limited and children are not engaged in learning. This results in

children becoming restless and walking around the environment as their interest is not maintained. Therefore, educational programmes do not provide consistent challenge and support children in acquiring the skills they will need as they move to school.

The staff's approach to teaching and learning is inconsistent. Some staff pose questions to children and engage them in learning. However, other staff do not skilfully question children in order to promote critical thinking. For example, older children are supported by staff asking questions during a phonic session, but younger children are not supported through staff role modelling language. Many of the interactions between staff and children are based on care needs and do not clearly evidence that staff have a secure knowledge of how children learn. For example, children show an interest in a particular activity but staff make complimentary comments to children rather than supporting children with language skills and enriching their learning. Children can access resources and initiate play. However, as resources do not purposefully support children's learning, their developmental needs and interests are not maximised through play. Therefore, learning and teaching do not fully support children's needs. Children with special educational needs and/or disabilities are supported through parent partnerships and working alongside a range of professionals. Children who speak English as an additional language are supported through staff liaising with parents and the use of visual aids, such as flashcards that show dual-language words.

Partnerships with parents are generally effective and staff value the input of parents into the nursery. For example, parents are asked to complete questionnaires to ascertain if they are happy with the service the nursery provides. Communication systems are in place, such as daily verbal feedback, questionnaires and communication books. Staff are aware of children's prior skills as parents complete an 'All about me' document prior to entry and are involved in the progress check carried out on children aged between two and three years. Staff encourage parents to undertake observations at home, which form part of each child's development file. Learning is further supported in the home through informing parents of ideas for future topics and using a take home teddy and diary.

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

An adequate key-person system is in place. Children start at the nursery on a gradual admission and are allocated a key person; this is flexible to suit children's needs, for example, if children form secure attachments with another member of staff. Some staff are positive role models and engage with children as they play. For example, staff sit with children as they play with small world figures and create imaginary scenarios. However, staff are not well deployed throughout the nursery and at times children are not well supervised. For example, a member of staff is left alone with a group of 16 children as lunch is prepared, and a staff member finds it difficult to provide supervision as children leave the room to access the bathroom. This means that sometimes staff are not well deployed to supervise children effectively. Some secure attachments are in place. For example, babies lift up their arms to indicate they would like to be picked up and held. However, because staff do not exhibit effective knowledge of safeguarding procedures, children's sense of security is false. Positive behaviour is encouraged through praising children and celebrating their achievements.

Staff have a poor understanding of risk assessment. While there is a risk assessment policy and procedure in place, the process fails to assess risks when building work is undertaken in the nursery. Daily safety sweeps are undertaken by staff in each room. These are monitored by the manager. However, the assessment of potential risks is inconsistent, and staff have failed to identify or take action to minimise all the potential risks which are a safety hazard to children. For example, recent building works have left some areas unfinished, a telephone wire is not safely secured on the wall, some areas of plaster are missing, exposing brickwork, and new internal doors are tied back with rope on hooks which are within easy reach of children. As a result, children's safety and well-being are compromised. Staff follow some procedures which support safety. For example, a visitors' book is in use so that staff are aware of all visitors on the premises and there is a secure password used for children when unknown adults arrive to collect them. Children are building some knowledge of risk management through the opportunity to take part in regular emergency evacuations of the building. Children's independence is generally supported. For example, children are encouraged to use the bathroom independently. However, when children eat lunch, opportunities to be independent are reduced as staff serve children with their food and drinks, rather than encouraging them to do this for themselves.

Children learn about healthy lifestyles through daily access to the outdoor area, and older children take part in weekly movement sessions which support their physical development. There is a designated cook at the nursery who offers a menu incorporating fresh produce every day. All meals are cooked on the premises and individual dietary requirements are catered for. Supportive transitions are in place for children. As children move through the nursery, staff meet to discuss children's needs. As children prepare to move to school, staff attend transition meetings where they share information about children's needs with teachers. Teachers are invited into nursery and staff complete transition documents. This provides a consistency of care as all carers are aware of children's care and learning needs as they prepare to move to school.

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

Leadership and management are inadequate. The provider has failed to ensure that several legal requirements relating to children's safety and welfare are met and has failed in meeting their responsibility to notify Ofsted of changes to the premises that affect the quality of the childcare. As a result, children's safety and well-being are compromised. This inspection was prioritised following concerns raised about suitable ratios, children's safety and well-being being compromised due to building works, and the identification of potential hazards through risk assessments. On the day of inspection, adult-to-child ratios were correct. However, the inspection found that staff fail to complete registers as children leave the premises, and so accurate records are not maintained to ensure children's safety. This is a breach of requirements of the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provider also failed to notify Ofsted of a change in premises, when internal building work was carried out. This is also a breach of requirements of the Early Years Register. Robust risk assessment procedures

are not in place to cover all possible risks to children. For example, risk assessments have not been undertaken to identify and minimise the risks relating to the recent building work carried out. This is also a breach of requirements of the Early Years Register and both parts of the Childcare Register. Staff are not always deployed in a way that allows them to supervise children well, for example, over the lunchtime period. In addition, staff have a poor understanding of the nursery's safeguarding procedures. As a result, children's safety is not assured because staff do not know how to effectively protect them from harm. This is a further breach of requirements of the Early Years Register and both parts of the Childcare Register. There are, however, satisfactory procedures in place for the safe recruitment of staff. For example, staff undergo appropriate suitability checks, there is an induction procedure, and supervisions and appraisals are undertaken.

The staff have limited understanding of the learning and development requirements of the Early Years Foundation Stage, and teaching and learning are inconsistent. There is poor monitoring of children's progress, and planning does not ensure educational programmes offer depth and a broad range of learning challenges. Interactions are based on care needs, therefore, children's progress is not well supported through purposeful learning opportunities. The impact of this is that gaps in children's learning are not consistently identified and, therefore, not addressed. Staff attend regular courses through accessing local authority training opportunities.

Processes for self-evaluation are in place. The management team are able to identify some areas that require development. Recommendations from the last inspection have been addressed, although the management team is not reflective enough to identify and take action to address the failures to meet legal requirements that were identified at this inspection. Parents' views are welcomed through the use of questionnaires. Staff work with other professionals to support children's individual needs. For example, the manager has made links with local schools, health professionals, inclusion workers and local authority advisers. These partnerships help to identify support and address children's individual needs as they move towards the early learning goals.

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 a daily record of the names of the children looked after on the premises and their hours of attendance is kept (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register).
- ensure that a daily record of the names of the children looked after on the premises and their hours of attendance is kept (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (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	EY421912
Local authority	Wigan
Inspection number	977508
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	123
Number of children on roll	203
Name of provider	Redwood House Childrens Nursery Ltd
Date of previous inspection	03/02/2012
Telephone number	01942620610

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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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