

Keighley Community Nursery

Braithwaite Grove, KEIGHLEY, West Yorkshire, BD22 6JB

Inspection date	09/06/2014
Previous inspection date	11/06/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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 effectively plan for children's individual needs or stages of development. Consequently, assessment of children's progress is weak and gaps in their learning are not effectively closing.
- The quality of teaching is poor because staff do not support children to fully engage in activities and opportunities to extend children's learning are routinely missed.
- Children's health is not sufficiently promoted because staff do not monitor children closely following accidents, complete documentation accurately or minimise risks in the environment to prevent further accidents occurring,
- Staff are not aware of the procedure to follow if an allegation is made against a member of staff. As a result, children are not safeguarded appropriately.
- Children are not consistently learning the behaviour expected of them because staff do not discuss rules and boundaries effectively with them.
- The monitoring of teaching and staff's effectiveness is not rigorous enough. As a result, staff performance is not consistently improving.

It has the following strengths

- Parents feel supported by staff. Consequently, relationships with parents are positive.

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 children in the four base rooms and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the manager, deputy manager, staff, two parents and children.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, risk assessments and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

Keighley Community Nursery was registered in 2004 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Rainbow Children's Centre, Keighley, West Yorkshire. It is managed by a voluntary management committee. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs 25 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round and sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 123 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a welfare requirements notice requiring the provider to:

ensure the safeguarding policy and procedures are implemented to make sure that appropriate steps are taken to deal with any allegations against a member of staff in the nursery

ensure all staff understand the safeguarding policy and procedures and have up-to-date knowledge of safeguarding issues

ensure a risk assessment identifies aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised

ensure the named practitioner who is responsible for behaviour management has the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary

ensure a written record of accidents is kept, with particular regard to making parents aware of accidents on the same day or as soon as practicable

ensure staff have appropriate training, skills and knowledge and a clear understanding of their roles and responsibilities.

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

- ensure staff consider the individual needs, interests and stages of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- ensure staff implement planned, purposeful play to allow children to think and relate to others in a positive manner
- ensure children are adequately supervised to ensure children's needs are met, particularly following accidents or injuries
- implement the behaviour management policy to develop children's social skills and support them to understand the behaviour expected of them
- coach and monitor all staff to improve their personal effectiveness with specific regards to interacting with children.

Inspection judgements

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

The quality of teaching is poor because staff fail to interact with children consistently well and they miss opportunities too frequently to extend children's learning. For instance, staff sit at the role play area and supervise children but as children's ideas cease, staff do not communicate with children to enhance their play or offer ideas to support their thinking and imagination. Furthermore, as children enjoy practising balancing on crates and wooden beams outside staff are close by, but they do not offer further challenge to enhance their play. Children therefore challenge themselves by adding a see-saw to climb on as part of the obstacle course. Staff do not use this opportunity to teach children new skills or support their play in any way. Staff continuously demonstrate a weak ability to support children to fully engage in activities in order to extend their learning and this hinders their preparation for school. This is exemplified by the children becoming disengaged during a poorly planned story time session.

Each child has a personal learning file that their individual key person is responsible for. These files are accessible to parents at all times so that they can see what their child has been learning. Files have observations and assessments for each child. However, the identified next steps for children's learning are not taken forward, planned for or implemented. As a result, the next stage in children's development is not effectively supported. For example, a child's assessment folder notes that a current interest is drawing, staff do not ensure that opportunities for the child to extend their learning are provided. In addition, staff complete an initial assessment of children's learning when they start in the setting but this is not consistently updated. This means that gaps that are emerging in children's development are not quickly identified, monitored or closed and in some cases gaps are widening. For example, not all of the assessment records identify the next steps planned for children's learning.

Children with special educational needs and/or disabilities are fully included in the life of the setting. Staff work with the setting's special educational needs coordinator and create individual learning plans for children. These plans have measurable targets, which are agreed with parents to ensure continuity at home and in the setting. Parents are kept up to date with events in the setting by newsletter and communicate with staff verbally on a daily basis. Regular parents' evenings are also held to enable staff and parents to talk about children's learning. As a result, parents are able to share in their children's learning and development.

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

Children's well-being is not effectively promoted by staff. This is because children are not taught how to respect each other and behave well. For instance, children push each other off outdoor play equipment and their actions are not discussed with them. Staff allow children to display negative behaviour, do not sensitively correct them or follow the setting's behaviour management policy. This means that children are not learning what is

acceptable and what is not. Furthermore, children are not effectively supervised or monitored for signs of concussion or further injury following accidents or head injuries. Staff do not follow health and safety procedures when there is an accident. For example, they do not complete accident forms to ensure that parents are informed on the same day or as soon as possible. In addition, risks are not removed or minimised; for example, water is not mopped up promptly to ensure children do not slip on the hard floor.

Children are assigned a key person when they start in the setting and this is flexible depending on who the child makes a bond and attachment with. Staff understand the role of a key person is to support children to settle in and feel safe and secure. Parents are encouraged to stay with their children while settling in and each child's introduction to the setting is tailored to meet their needs. For instance, children who find it hard to part from their parents are provided with more sessions until they are comfortable to be left. This means that their emotional well-being is met. Staff learn about children's individual routines and their dietary requirements when they first start to visit. As a result, staff are able to closely follow children's routines. Staff keep a daily sheet for parents detailing babies' routines and discuss any variations with parents. This means parents are kept informed of their child's day.

Children go outdoors daily because staff encourage them to play outside. The large play space enables children to stretch and run around, exercising and developing their physical skills. Children know to wash their hands when they return inside and older children do this with minimal help. This means they are learning to take care of their health needs and develop some sense of their personal safety appropriately. Children are provided with healthy meals, which are cooked in the setting. Older children take it in turns to set the table and count out the cups, they pour their own drinks and sit in friendship groups discussing matters that are important to them. This supports children's independence and levels of confidence.

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

Children are not effectively safeguarded in the setting. Although staff are aware of the signs and symptoms of abuse and have attended safeguarding training, they do not have a good enough understanding of the safeguarding policy or procedure. For example, the manager is unclear about the steps to take and who to notify should an allegation be made about a member of the staff team. As a result, the children are not adequately protected. All new employees are recruited appropriately and their suitability checked. The manager regularly checks that there have been no changes to staff's health or suitability and that they are still suitable to work with children. The premises are secure and this means visitors are not able to access the setting unaccompanied. Staff conduct daily risk assessments of their rooms to ensure they are safe for children to be cared in. However, risk assessments of premises and activities are not considered enough through the day and result in hazards not being effectively minimised to keep children safe. In addition, staff do not discuss inappropriate behaviour with children when displayed. These are breaches to the requirements of the Early Years Foundation Stage and a failure to meet requirements of both parts of the Childcare Register.

Staff attend regular staff meetings and training courses, which are both in-house and external. The manager monitors staff practice and introduces training dependent on their individual needs. However, as yet the monitoring of staff practice has not resulted in consistent improvement. For example, since the last inspection the quality of staff interaction with children has not improved. The management team has started to sample children's learning files and audit the observations and assessments. However, this is still in its infancy and therefore gaps in some children's learning have not yet been identified and addressed. This means children are not making acceptable progress from their starting points.

Positive relationships with other professionals have been created and there is a wealth of support available to the setting. Staff at the adjoining children's centre offer support to children and families and they are welcomed by staff. Physiotherapists and speech and language professionals are in regular communication with staff in order to support children with special educational needs and/or disabilities. Staff welcome their advice and support. Partnerships with parents are established and parents are full of praise for staff. They feel their families are very well supported and their children enjoy attending the setting.

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 the premises and equipment used for the purposes of the childcare are safe and suitable (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure a risk assessment is carried out immediately, where the need for an assessment arises (compulsory part of the Childcare Register).
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)

- ensure a risk assessment is carried out immediately, where the need for an assessment arises (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	EY288392
Local authority	Bradford
Inspection number	927214
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	123
Name of provider	Keighley Community Nursery Ltd
Date of previous inspection	11/06/2013
Telephone number	01535 665648

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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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