

Churchdown Day Nursery

Churchdown Day Nursery, 115 Parton Road, Churchdown, Gloucester, Gloucestershire, GL3 2JE

Inspection date	21/08/2014
Previous inspection date	13/05/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children progress well in all areas of learning. Staff complete detailed observations and through these are able to meet children's individual needs well.
- Children settle quickly into the setting and develop close bonds with their key person.
- There are robust procedures to ensure that staff teach children about healthy lifestyles and personal hygiene.

It is not yet good because

- Not all staff are clear about their roles and responsibilities and the lines of communication in the nursery, with regard to reporting any incidents that may occur.
- During activity changeover times, staff are not deployed effectively to ensure that children are supervised, in particular when getting them ready to go outside.
- Books around the setting are not always displayed in attractive ways so children can easily choose them.

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.

Inspection activities

- The inspector observed activities in the playrooms and garden areas.
- The inspector held meetings with the manager and owner of the provision.
- The inspector invited the manager to carry out a joint observation.
- The inspector had discussions with the staff, children and parents.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, written policies, and procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

The nursery opened in the new building in 2009 and has been operating since 1994. The nursery operates from a purpose-built, two-storey building in the Churchdown area of Gloucester. The nursery opens from 8am to 6pm, all year round, except for Bank Holidays. There are limited spaces available for parents to use the early start option from 7.30am. The nursery is registered on the Early Years Register. There are stairs and a lift giving access to the first floor. Children have shared access to an indoor 'beach' room. Children have access to an enclosed garden area for outdoor play. There is a secure balcony area for the young children on the first floor. There are currently 149 children on roll, all in the early years age range. The nursery receives funding for free early education for two- three- and four-year-olds. It supports children with special educational needs and/or disabilities. The nursery employs 31 staff who work directly with the children. There are two staff who hold an Early Years Professional Status qualification. A further 21 staff hold relevant childcare qualifications to level 2 and 3. The nursery also employs two cooks.

What the setting needs to do to improve further

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

- ensure staff have a clear understanding about their roles and responsibilities and there are clear lines of communication in place
- ensure staff are well deployed during activity changeover times so all children are supervised appropriately.

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

- improve the way books are displayed so they are more easily accessible and inviting for children to enhance their interest in stories and early reading.

Inspection judgements

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

Children are progressing well in their learning and development. Staff carry out detailed observations and assessments on the children, which they then use to plan activities around their interests and next steps. Staff show care and concern towards the children as they interact with them. Staff promote children's personal, social and emotional development well. Consequently, children are sociable and eager to learn and demonstrate they are happy and comfortable in the nursery. They make friends quickly

and understand the rules of the nursery. For example, when the pre-school children need to put away an item they know they have to ask a member of staff especially if they go inside from the garden or into the corridor to put something in their bag. Staff remind children to take turns and share as they play. Staff speak calmly as they interact with the younger children and remind them about sharing the toys and not to snatch from their friends. Staff deal well with minor incidents, such as a child refusing to come and sit down. They gently speak and explain to the child why they need to sit down and allow them a certain amount of time to continue to play before they come to sit down. This strategy works well, especially with the younger children, and helps to contribute to children's good behaviour.

Staff constantly talk with the children as they play, and this helps children to develop their communication and language skills well. Staff ensure they give children time to answer and respond to their questions. This helps children develop their confidence to speak and develop their language skills. Staff ask the pre-school children questions to help them think and solve problems as they play. This helps the older children extend their vocabulary, grow in their confidence and self-esteem and language skills as they learn new words. Staff talk to the youngest children about what they are playing with and the noises they are making, as they interact with each other. Staff repeat sounds and words back to the children, which helps them to learn the correct way to say the words.

Children enjoy developing their physical skills. Staff encourage them to use their balancing skills to walk on tyres and logs. Children enjoy water play pouring into different containers, while staff develop their mathematical understanding as they learn about measurements. Children enjoy using different textures such as sand, paints and chinks. They enjoy mark making on paper and the floor with chinks, to promote their early writing skills. Young children enjoy exploring different textures such as modelling dough and shaving foam. Staff talk to them about how the items feel helping them to hear new words and sounds. Children acquire the skills, attitudes and dispositions they require to help them prepare for school or their next stage of learning.

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

Children are happy, confident and comfortable in their surroundings. The staff provide a warm, welcoming environment where children demonstrate they feel safe. Children have close bonds with their key person and as a result, children settle quickly when parents leave them. Staff supervise children well during the time they are in the play rooms and garden, which helps to support their play and keep them safe. However, during activity changeover times, for example, when children are taken into the garden, staff supervision and deployment is not as good. This means that children may be put at risk. For example, young children were taken into the corridor to have their coats and shoes put on. Staff were left on their own with too many children when another member of staff left to change a nappy. This means that staff were not able to supervise children effectively, as they wandered about and looked in other children's bags hanging up in the corridor, unnoticed.

Most resources in the setting are in good condition, easily accessible and balanced. However, many of the books in all playrooms were not displayed well, which means that children were unable to easily choose a particular book they wanted to look at without asking a member of staff. The book corners are cosy areas with cushions, but some books are not in good condition. As a result, children do not tend to look at books alone.

Children are learning about healthy lifestyles through clear guidance from the staff. Children are reminded to wash their hands before meals, after using the toilet and after being outside. The preschool children are fully aware of why they need to wash their hands, stating to get rid of germs. Children enjoy freshly prepared meals and snacks. They all sit well to eat and enjoy snack and meal times. Staff sit near the children so they can supervise and talk with the children as they eat. Staff are fully aware of children's dietary needs and ensure these are met at all times with clearly labelled plates of food being provided when necessary. Staff are good role models and children see them regularly washing their hands before preparing food and wearing aprons when serving food.

Children enjoy exploring the world around them. They all have regular access to fresh air and exercise. The pre-school children use the outdoor space throughout the day and enjoy being able to continue their play outside. Younger children have regular opportunities to play outside, when staff take them outside to play in the garden or on a walk around the local area. Children are being prepared adequately for their next stage in their learning.

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

The inspection took place as a result of concerns raised to Ofsted about the staff deployment and the supervision of children in the nursery and the safety of the premises. The inspection found that staff are not always deployed effectively to ensure that they supervise children adequately during the changeover of activities. For example, children are not well supervised when staff are getting children ready to go in the garden. This could put children at risk and compromise their well-being. Staff are also unclear their roles and responsibilities in the setting and about the lines of communication. For example, staff are not clear about keeping management informed of any incidents or how they should record such incidents. These are breaches in the safeguarding and welfare requirements. Staff have a suitable understanding about procedures to follow should they have any concerns about children in their care. Detailed risk assessments are completed and reviewed regularly to help the staff maintain the safety in the building. The provider has a suitable awareness about informing Ofsted about any significant incidents should they occur.

There are suitable recruitment, induction and monitoring of staff, which helps to ensure that all staff are suitably to work with children. The provider, management and staff have a clear understanding of their responsibilities in meeting the learning and development requirements. Staff are knowledgeable and carry out detailed observations and assessments which contribute to helping them clearly identify children's starting points, next steps and interests. Consequently, children make good progress.

The partnerships with parents are developing well and staff share regular information with them. Parents with the youngest children, receive daily diaries to keep them informed about their child's day and the progress they make. Parents spoken to during the inspection comment about the detailed information they receive and how happy their children are at the setting. They speak highly of the staff and their child's key person. Information sharing with other professionals is good and regular information is shared to ensure that all adults are able to contribute effectively to children's learning.

The provider has identified actions to take to help improve the practice and the recommendations from the last inspection have been successfully addressed, through the detailed self-evaluation process. However, this did not clearly identify that some safeguarding requirements have not been met. Nonetheless, the provider demonstrates a clear drive to improve and commitment to provide good quality childcare.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY385380
Local authority	Gloucestershire
Inspection number	986349
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	85
Number of children on roll	149
Name of provider	Catherine Coe
Date of previous inspection	13/05/2013
Telephone number	01452 531105

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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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