

# Nightingales Private Day Nursery

144 New Hey Road, HUDDERSFIELD, HD3 4BZ

## Inspection date

15/07/2014

Previous inspection date

02/04/2013

## 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

- Strategies for engaging with parents about their children's learning are weak. Information about children's emerging needs and interests is not shared, consequently, practitioners cannot tailor activities to meet children's individual needs.
- Starting points are not obtained from parents and ongoing assessment of children's progress is not shared with them. This means not all parents know what stage their children are at in their development, or know what their children are learning.
- Staff are unclear about the purpose of some activities and are not sure of what children need to learn. As a result, they do not support activities well and do not provide resources that motivate and stimulate children.
- Frequent staff changes means the key-person system is not effective in supporting relationships with children or building partnerships with parents. As a result, children do not receive consistency in their care.
- The provider does not take sufficient action to improve practice. Weaknesses, identified at previous inspections, have not been effectively addressed and there is an inadequate drive to improve the provision.

### It has the following strengths

- Children are kept safe in the physical environment because practitioners complete risk assessments to minimise risks, and ensure the premises and equipment are safe and suitable for them to use.

## 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 main playrooms and the outside areas.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the early years provider, who is also the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.  
The inspector checked evidence of suitability and qualifications of practitioners working with children, and discussed the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Nicola Dickinson

## **Full report**

### **Information about the setting**

Nightingales Private Day Nursery was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Oaks area of Huddersfield and is managed by Stercap Nurseries Ltd. The nursery serves the local area and is accessible to all children. It operates from six rooms and there is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The owner/manager has a Foundation Degree in Early Years Care and Education. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 79 children attending who are in the early years age group. The nursery 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**

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

- develop a key person system that promotes the full engagement of parents, and ensures that every child's care and learning is tailored to meet their individual needs and supports consistent and secure relationships for all children
- develop effective ways of working in partnership with parents to ensure information about children's emerging needs and interests is shared, and use this information to plan educational programmes that are tailored to meet the learning and development needs of each child
- obtain starting points from parents on entry and ensure that all parents are involved in the ongoing assessment of their children's learning so that they have a good understanding of their children's progress and development
- improve the quality of teaching to ensure each area of learning and development is implemented through planned, purposeful play, effective use of resources and through a mix of adult-led and child-initiated activity
- improve the process for monitoring staff performance to accurately identify weaknesses in practice and ensure any training needs are addressed by securing opportunities for continued professional development for staff.

## Inspection judgements

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

Starting points in children's learning are not obtained from parents when children enter the nursery. This means practitioners do not have a good understanding of children's attainment when they enter the setting. As a result, they cannot plan educational programmes that take into account the skills children have already acquired and target their individual learning needs from the outset. The key-person system is not robust enough to support secure relationships with parents. Although detailed observations and assessments of children's learning are completed by practitioners, assessments are not consistently shared with parents. As a result, not all parents know what stage their children are at in their development or what they are learning. This means they are not supported in continuing their child's learning at home. In addition to this, parents are not encouraged to share information about their child's achievements at home, or their emerging needs and interests. Consequently, practitioners cannot be sure that planned learning reflects children's interests or provides them with sufficient challenge to support best progress in their learning.

Practitioners use current guidance documents to identify next steps in children's learning and generally, these are used to inform planning. However, the quality of teaching is poor and planned learning is not delivered effectively because practitioners do not always understand the next steps they set for children, or how to promote children's learning through effective teaching and the careful use of stimulating resources. As a result, play for some children is mundane and their independent explorations are not promoted. For example, sensory play is included in planned learning for babies, but there are no natural resources in the baby room, or in the outdoor area the babies use, to support this type of play. The nursery seeks the support of other professionals, such as the portage service, to develop learning plans for children who have special educational needs and/or disabilities. Starting points are established through observations and information received from the settings children have previously attended. However, because practitioners do not have a good understanding of how to promote their learning, these children do not enjoy high quality play experiences and this inhibits their progress. Nevertheless, children learn to count through everyday activities and they are developing an understanding of early literacy by sharing books. This helps to prepare them for the learning experiences they will enjoy in school. Babies develop communication and language skills through everyday conversation, and by singing simple songs and rhymes. Documents that track children's progress show that most children are meeting the expected milestones for their age.

Systems for evaluating the impact of assessment and teaching practice on children's learning are not sufficient to ensure all gaps in practice are identified. Although progress checks for children between the ages of two and three years are shared with parents, the provider has not identified that other assessments of children's learning are not being shared with them. She has not identified that the systems in place for engaging parents are not effective in promoting the two-way flow of information between them and the nursery. As a result, information about children's emerging needs and interests is not shared, and this means practitioners cannot tailor educational programmes to fully meet

children's individual learning and development needs, particularly in relation to some aspects of the prime areas of learning. In addition to this, practitioners cannot be sure they have enough information about children's learning in order to provide an accurate assessment of children's strengths, or identify any gaps in their development. Consequently, their best progress is not supported.

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

The key-person system is not robust. Not all parents know who their child's key person is, and frequent staff changes means the key-person system is not effective in supporting strong relationships with children, or building partnerships with parents. Although babies demonstrate secure relationships with practitioners, in general, children do not receive consistency in their care. As a result, children become unsettled because they are being cared for by different adults and this means their overall well-being is not supported. In addition to this, planned learning is not delivered precisely and effectively enough to securely promote children's learning in the prime areas, and together these weaknesses impact on how well children can progress with their personal, social and emotional development. Nevertheless, practitioners are appropriate role models and they demonstrate respectful relationships towards the children, referring to them by their preferred names. Communications books share information about care routines with parents, and this ensures children with specific care needs are appropriately supported.

The weaknesses in the key-person system means that relationships with parents are not secure enough to ensure important information about children's care, welfare and well-being is always shared. Nonetheless, practitioners demonstrate they have a suitable understanding of the steps to take to keep children safe during play. They are shown how to assess risks for themselves when using outdoor play equipment and they learn how to use small tools, such as scissors, safely. As a result, they are in general, learning strategies for keeping themselves safe. By using simple, age-appropriate explanations, practitioners teach children to share, resolve disputes and play cooperatively. This supports them in developing secure relationships with their peers. Children receive consistent messages, which support their developing understanding of right and wrong and, overall, children's behaviour in the setting is good. Children have time in the outdoor area everyday, and this contributes to their overall health and well-being. A gazebo provides them with shelter during hot or wet weather. All children have water bottles or drinking cups with their names on, and these are taken outside during outdoor play to ensure children stay hydrated. The nursery provides sunhats for children and this ensures they are protected from the sun. Practitioners also ensure sun cream is applied to all children during hot weather to ensure they are protected. Staff assess risks to children when the weather is very hot and children rest or enjoy activities inside during the hottest part of the day.

Despite the weaknesses in the key-person system, practitioners understand children's need for additional emotional support during transitions. Short introductory sessions, which they enjoy with their parents, help them to settle and provide some continuity in their care. Children receive suitable levels of support to get them ready for the move to the local nursery school, and this means they are emotionally prepared for the changes to

come. Key persons take them to visit the school they are moving on to. This helps to them to understand school routines and they become familiar with teachers, so when the time comes for them to move on to the next stage in their learning, they are welcomed by an adult they know. Children develop self-care skills as they learn to dress themselves, wash their hands and develop independence in using the toilet. As a result, they can attend to their own personal care needs when they move on to school.

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

This inspection took place following concerns raised about children's safety and welfare. Following a recent visit by Ofsted, the provider received a notice to improve that asked her to have regard to the Government's statutory guidance, 'Working Together to Safeguard Children', and ensure that all relevant information is notified to agencies with statutory responsibilities without delay. The provider has taken appropriate action to ensure all information about children who are deemed to be at risk of harm or abuse is shared with all relevant professionals. The designated safeguarding officer attends 'core group' meetings, and provides information to other professionals involved in the protection of children who are at risk of harm or abuse. This contributes to children's safety and well-being.

Robust recruitment procedures ensure practitioners are suitable to work with children. Disclosure and Barring Service checks are obtained for all new staff. Staff, for whom suitability checks have not yet been completed, are closely supervised and are not left alone with children. Induction for new staff includes essential policies and procedures, so that they fully understand their role and responsibilities. For example, the procedure for reporting concerns about children, and the use of mobile phones and cameras, is explained to them. These measures also contribute to keeping children safe. All practitioners have completed safeguarding training, and they demonstrate they can identify signs and symptoms of abuse. This means any concerns about children are accurately recorded. However, the key-person system is not robust enough to promote strong relationships with parents and, as a result, detailed information about children's well-being is not always shared. Consequently, the nursery cannot guarantee children are protected at all times.

Children are generally kept safe in the physical environment because practitioners complete risk assessments to minimise risks and ensure the premises and equipment are safe and suitable for them to use. They conduct risk assessments of places children visit, such as the duck pond and the local park, and these contribute to them being kept safe during trips. All practitioners hold a current first-aid certificate, which means they can give appropriate treatment if there is an accident to a child in their care. Children's attendance, including when they arrive and leave, is recorded. These show that required adult-to-child ratios are maintained. Accidents and medications administered to children are recorded in line with the legal requirements. Policies and procedures are shared with parents. This means they have some understanding of the service on offer to them.

Self-evaluation offers little information with regard to the provider's assessment of her

service or any action plans to addresses weaknesses and drive improvement. Weaknesses in practice identified at previous inspections have not been successfully addressed. As a result, the system in place for facilitating the two-way flow of information with parents, about their children's learning, is not successful. Although the provider completes appraisals to monitor staff performance, these are not effective in identifying all weaknesses. She has not identified that relationships with parents are weak, and that information about children's progress and development is not being shared with them. She has also not recognised that overall, the quality of teaching is poor and practitioners do not deliver well-planned, purposeful activities that promote children's learning. Overall, the provider does not have an accurate overview of the nursery's strengths, or gaps in the provision, and this means the nursery is not improving to benefit the children who attend.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY434586
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	980989
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	55
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Stercap Nurseries Ltd
<b>Date of previous inspection</b>	02/04/2013
<b>Telephone number</b>	01484 646091

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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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