

Stay and Play Norbury

Norbury Hall Primary School, Shepley Drive, STOCKPORT, Cheshire, SK7 6LE

Inspection date

20/08/2014

Previous inspection date

27/01/2009

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

- Some staff do not have a secure understanding of safeguarding procedures to protect children's welfare.
- The premises are not secure and, as a result, children are at an increased risk from unauthorised entry or exit.
- Risk assessment is not sufficiently robust to identify the risk posed by the lack of security of the premises.
- The daily record of children's attendance is not consistently kept with correct times of entry.
- Accurate information for parents about how to contact Ofsted is not available.
- Staff do not consistently provide activities that lead to purposeful conversations, in order to support children's learning through the effective use of their observed interests and progress.
- At times, staff are not effectively deployed, so all children can take part in the activities on offer.

It has the following strengths

- Children are happy, well behaved and confident in the setting and parents praise the staff for their care of children.

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 classroom, school hall and outdoors, and viewed toys, resources and equipment.
- Evidence of the suitability of staff and managers and their qualifications was checked.
- The inspector spoke to members of staff when appropriate and had meetings with the manager.
- The inspector and the manager carried out a joint observation and discussed the plans for improvement.
- The inspector also took account of the views of children and parents spoken to on the day.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Stay and Play Norbury opened in 2008 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is based at Norbury Primary School in the Hazel Grove area of Stockport. The setting has the use of one classroom, the school hall and associated facilities. The school playground is available for outdoor play. The setting is open from 7.30am to 9am and 3pm to 6pm during term times for children attending the host school only. In school holidays, the setting operates from 7.30am to 6pm on weekdays, including for five weeks in the summer holiday, serving the local area. There are four staff, including the owner, and all hold a childcare qualification to at least level 3. There are currently 164 children on roll, of whom 14 are in the early years age range.

What the setting needs to do to improve further

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

- ensure that the premises are secure when children are cared for in order to prevent unauthorised entry into the premises or exit from the premises
- ensure that all staff have a secure understanding of safeguarding procedures in order to protect children's welfare
- ensure that the risk assessment is sufficiently robust to identify all hazards to children and enables effective action to be taken to minimise these risks
- ensure that the daily record of attendance is accurately kept at all times in order for this information to be available in the event of a concern or an emergency
- ensure that the complaints procedure contains accurate information for parents or carers regarding how to contact Ofsted
- provide activities rooted in children's interests that lead to opportunities for critical thought and purposeful talk in order to promote children's progress
- ensure that sufficient staff can be deployed in order to support children's needs and interests, thereby promoting their learning through play.

Inspection judgements

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

Children engage in some activities that reflect their interests and needs in order to support their development. However, these are not effectively used by staff to extend children's ability to think critically and engage in conversations that are purposeful. This is because conversations are largely concerned with the organisation of activities, rather than being focused on reinforcing what children know and introducing challenge to extend their learning. Staff plan some activities, such as for outdoor play. However, children largely initiate their own play rather than staff planning a well-thought out range of activities based on children's observed interests and progress. As a result, children are generally occupied. However, activities are often mundane due to a lack of thought about how they can be enhanced to encourage learning. For example, when children are known to enjoy play with small cars, only a mat is provided, instead of enhancing the play by providing additional resources. Information is sought from parents about children's preferred activities and interests prior to starting at the setting. Nevertheless, effective use is not made of this information to adequately support children's progress. On occasion, some children do not engage in activities because of the management of these, such as when staff support children to organise races. When some children have scooter races, others do not have an alternative outdoor activity. This is because there are not enough staff present to provide the flexibility for children to be adequately supervised when using equipment in other areas of the grounds, when children request this. As a result, staff deployment, and the resulting organisation of some activities, does not meet children's needs.

Support for children's development in communication and language is not effective. This is because staff do not plan activities, or combine resources, in ways that provide exciting and interesting opportunities for effective teaching through conversation. As a result, support for children's development in thinking and talking is not effective. This is because there are few opportunities created by staff to challenge children's thinking. Children's progress towards their next stage in learning is not effectively supported.

Children have access to computers and are also allowed to bring in hand-held gaming devices from home to use. This means that they gain experience of using information communication technology. The setting has adequate systems in place to ensure that children use these safely and do not pose a risk to others. Children play a variety of simple games on computers, such as matching pictures or identifying shapes, in order to develop their early mathematical skills. Staff provide drawing materials for children and there is a selection of resources for creative play, such as making collages. This supports children's experience of creative activities by having access to a variety of materials of different textures and colours to use. For example, they weave using small elastic loops to make bracelets, developing their physical skills. Children are proud of drawings and bring them to staff to admire, so developing a sense of pride, as part of their social and emotional development. A selection of age-appropriate books is provided for children. This enables children to reinforce their early reading skills by choosing from these.

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

The setting keeps suitable records of accidents that occur and any medicines that may be administered to children, with parents' written permission. Requirements with regard to staff having adequate qualifications in paediatric first aid are met. As a result, children's welfare is supported due to compliance with these requirements. However, the gaps in staff's safeguarding knowledge means that children's well-being is not adequately promoted. Also, the lack of thorough risk assessment with regard to the security of the premises has a negative impact on children's welfare.

The setting operates a key-person system. This helps to support children's emotional well-being and provides parents with a point of contact, with whom to discuss their children's welfare. The setting seeks suitable information prior to children starting at the setting, in order to support their care needs. For example, information is recorded regarding which adults are authorised by parents to collect children and any dietary needs that children may have, including any allergies. A flexible approach is used to help children settle initially, and this is based on the children's observed needs. Parents are provided with adequate daily information about children's welfare and activities, so that they are suitably informed about these. Children have daily opportunities for outdoor play, in order to enjoy exercise outdoors to promote a healthy lifestyle. They make use of the range of large equipment, such as balancing beams and bridges, for developing their whole-body coordination. Children also play on wheeled toys. These activities contribute to children learning about how to take reasonable risk in physical play. The arrangements for storing children's food, such as packed lunches brought from home, are adequate. For example, parents are asked to provide 'chiller packs' in lunch boxes to help keep food cold. Snacks provided by the setting are broadly healthy and children have access to drinking water at all times.

The setting has a suitable policy in order to support staff to manage children's behaviour. Children, therefore, behave well, showing regard for their own safety and that of others. They are happy and confident with each other, forming friendships and developing their social skills. Children develop relationships with staff as they are confident to express their needs and wants. Staff display cards on which they have written children's achievements in and out of the setting, in order to contribute to raising children's self-esteem. Children have some opportunities to develop their independence by managing their own belongings and helping to tidy up. For example, they hang up their own coats on arrival or after outdoor play. Staff encourage children to learn about good personal hygiene routines, by making sure they wash their hands before eating and after using the toilet. The premises are clean and suitably maintained in order to help prevent cross-infection. There is suitable provision made for children who need to rest or play quietly, as large cushions are provided in one area of the classroom for this purpose.

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

The leadership and management are inadequate, due to a number of breaches of the requirements for the Early Years Register and both parts of the Childcare Register. Staff

do not have a consistently secure understanding of how to manage any safeguarding concerns. This includes a lack of understanding of the procedures to follow, in the event of concerns about another member of staff posing a risk to children's well-being. As a result, children's safety is compromised. This is a breach of the requirements for the Early Years Register. The safeguarding policy is suitable and reviewed yearly. The premises are not adequately secure, in order to prevent unauthorised access to or exit from the setting, and the risk posed by this to children has not been identified in order to be minimised. These are breaches of the requirements for the Early Years Register and both parts of the Childcare Register. The daily record of attendance is not consistently completed to show the times when children arrive in the setting during afternoon term time sessions. This is a breach of requirements for both Registers. The complaints procedure has not been reviewed as the information regarding how to contact Ofsted is not accurate. This is a breach of both Registers and means that parents or carers are not provided with adequate information.

There are adequate systems in place to ensure that suitable adults are recruited to work with children. For example, checks are carried out using the Disclosure and Barring Service and applicants are interviewed, with references taken as further checks on their suitability. There is a basic system in place for managing staff performance. However, this has not been sufficiently robust to identify where there are gaps in staff's knowledge, such as with regard to safeguarding procedures. This lack of effective coaching limits the capacity for staff to improve their ability to carry out their roles to a high standard, including developing their quality of teaching. Planning for children's activities is broadly monitored, so that a range of activities is provided that basically complements children's progress in other settings. However, this does not consistently take into account the learning needs and interests of individual children, as a result of observation by staff. This limits the precision with which activities can support individual children in their development. At times staff are not effectively deployed, so all children can benefit from the activities on offer.

Some steps are taken to evaluate the setting's provision, and information is sought from parents and children to inform this. Although, this has not been thorough enough in order to recognise where there are breaches in requirements. The setting maintains partnerships with the host school and parents in order to exchange information which supports children's welfare. The provider demonstrates some understanding of the importance of working with other professionals in order to meet children's needs.

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 no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that a daily record is kept of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- make accurate information regarding Ofsted's address available to parents or carers (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that a daily record is kept of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- make accurate information regarding Ofsted's address available to parents or carers (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. 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	EY380919
Local authority	Stockport
Inspection number	878820
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	164
Name of provider	Heather Julie Bickerton
Date of previous inspection	27/01/2009
Telephone number	07950242523

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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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