

Dradishaw House

15 Dradishaw Road, Silsden, Keighley, West Yorkshire, BD20 0BH

| | |
|--------------------------|------------|
| Inspection date | 28/08/2014 |
| Previous inspection date | 06/11/2013 |

| 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 | | 3 |
| 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

- Children are not effectively safeguarded. This is because some staff have very limited knowledge and understanding of the signs and symptoms of abuse and have not had appropriate safeguarding training.
- Children's welfare is not sufficiently promoted. This is because the key-person system is not well embedded and staff do not take responsibility for making strong bonds and attachments with children. In addition, parents are not informed about the key-person system. Therefore, parents do not have a designated person to liaise with causing partnerships with parents to be weak.
- Staff do not maintain all the records for the safe and effective management of the setting. Registers are not maintained to ensure children are accounted for at all times and complaints made by parents are not always recorded.
- Staff do not always encourage quieter children to become involved in activities. As a result, some children do not make firm relationships with others.

It has the following strengths

- Children are learning about healthy lifestyles because staff promote healthy eating and help children to grow their own vegetables.

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 deputy manager of the setting.
- The inspector held discussions with the provider, deputy manager, staff, three 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, appraisals, policies, procedures 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

Dradishaw House Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted shop in the Silsden area of Keighley, West Yorkshire and is privately owned and managed. The setting serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The setting employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round and sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- train all staff to understand the safeguarding policy in order to identify the signs and symptoms of possible abuse and neglect
- ensure that every child makes secure bonds and attachments by improving the use of key persons
- ensure parents receive information regarding the name of their child's key person and their role
- maintain an accurate record of the children being cared for and their hours of attendance
- maintain a written record of any complaints and their outcome
- build children's confidence in order for them to explore and relate to others, for example, by actively encouraging them to take part in activities.

Inspection judgements

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

The quality of teaching requires improvement because staff are not always aware of all children's individual needs in the setting. For example, shy, quiet children are not always involved in activities and often stand on the periphery and do not have the confidence to

join in. They are not always supported to make strong relationships with adults or their peers and some children have not made strong bonds with staff. Other children are motivated to learn and immediately explore shaving foam, using a variety of plastic and metal tools to make different patterns and marks. Staff encourage conversation asking children to describe the feeling of the foam. This supports their communication and language skills.

Staff regularly observe children and use their interests to plan meaningful experiences to support them to make some progress. Next steps are carefully planned and regular assessments mean staff can identify gaps in children's learning quickly and work to close them. The progress check for children aged between two-and-three years is completed by staff and clearly identifies any areas where additional support is required for children. This means all children are making some progress from their starting points. However, in practice not all children are fully involved in activities and this means they are not making as swift progress as possible.

Children are learning skills required for school. They listen to staff instructions and ask staff for help when required. Children show empathy for each other and most children have made firm friendships with their peers. Staff encourage children to recognise the letters of their name and manage their own personal hygiene routines. Furthermore, children share resources and talk as they play. For example, they share paint and brushes as they create pictures while talking to each other about what they are painting. This demonstrates children are developing imaginative and expressive skills. These skills are all required for a successful move to school.

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

Children's well-being is not effectively promoted because the key-person system is not robust and staff are unaware of the importance of creating strong bonds and attachments with children. Each child is assigned a key-person. However, staff only take responsibility for children's documentation and planning. They do not use their role to ensure children feel safe and secure. This means that some children do not arrive happily and some children take over an hour to feel confident enough to play with others. Furthermore, parents are unaware of the role and who their child's key-person is. This means relationships with parents are also weak because they do not have a clear understanding of who to liaise with regarding their child's care and learning.

A number of children demonstrate a low level of confidence and self-esteem. They do not easily integrate into activities and staff do not always encourage them to take part. For example, children try to talk about their interests but staff do not engage in conversation with them. Instead they talk with more confident children who are louder and make themselves easily heard. This does not actively support all children to develop their self-worth. Children are learning to take care of the environment as they tidy up resources and understand that climbing on furniture is not desirable behaviour. However, although children are learning to stay safe they are not safeguarded well by all staff. This is because some staff have a limited understanding of how to protect children from abuse

and neglect.

Staff obtain information from parents when children enrol at the setting. They discuss children's routines, likes and dislikes. Medical needs and allergies are also discussed and adhered to. Staff follow children's individual routines and change nappies frequently. Children are provided with healthy and nutritious food, which they thoroughly enjoy. In addition, staff support children to grow their own vegetables in the garden. For example, some children dig their own carrots and gleefully show the inspector what they have grown. They explain the need to wash the dirt from the produce and excitedly return to continue their foraging. However, some children stand and watch and do not have the confidence to become involved. Exercise also forms part of the daily routine for children. They all have access to the outdoors where they climb and balance on small climbing equipment. This promotes their physical development and helps them to learn how to manage risks independently.

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

Children are not effectively safeguarded in the setting because some staff have weak knowledge and understanding of how to protect children from harm. For example, they do not know the different types of abuse or the signs and symptoms of abuse. The setting does have a safeguarding policy although staff are unfamiliar with the content. In addition, documentation to safeguard children is not always accurately maintained. This includes registers, which do not accurately reflect the number of children in the setting or their hours of attendance. Also, complaints from parents are not always recorded appropriately and this creates weak relationships with parents. This means there are several breaches to the requirements of the Early Years Foundation Stage and failures to meet requirements of both parts of the Childcare Register. All staff have been vetted to ensure they are suitable to work with children.

The management team regularly check the planning and the activities that are available for children. The manager observes staff practice and holds regular supervision meetings to support staff to improve their current practice. Monthly staff meetings are held to discuss the running of the setting and staff attend both internal and external training courses. Recent training has included paediatric first aid, which means staff are able to manage minor injuries and accidents. Staff are deployed well throughout the setting and adult-to-child ratios are adhered to at all times.

Partnerships with other professionals are in place. Local authority consultants regularly visit the setting and work with the management team to review current practice and review development plans. The management team and staff all have a positive attitude to continuous development and are working with early years professionals to build and improve the setting. Although there are no children on roll with special educational needs and/or disabilities, staff know where to access advice and support.

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:

- implement procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- maintain a written record for a period of three years from the date of complaint including the outcome of the investigation and the action taken in response (compulsory part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- implement procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- maintain a written record for a period of three years from the date of complaint including the outcome of the investigation and the action taken in response (voluntary part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (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 | EY339820 |
| Local authority | Bradford |
| Inspection number | 962817 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 64 |
| Number of children on roll | 31 |
| Name of provider | Claire Halliday, Michael Halliday & Susan Halliday Partnership |
| Date of previous inspection | 06/11/2013 |
| Telephone number | 01535 652 020 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

