

Larkhill Church Day Nursery

Larkhill Christian Centre, Larkhill Road, Yeovil, Somerset, BA21 3HW

Inspection date	29/09/2014
Previous inspection date	07/11/2008

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

- Staff maintain a safe and secure environment through risk assessments and close supervision. As a result, children explore and play freely and safely.
- Staff provide a balance of free-play and planned activities linked to topics, which help children to make simple connections in their learning.
- Children behave well and are developing positive attitudes towards one another because of the staff's consistent messages and positive interaction.
- Staff promote children's literacy well by providing props and many resources which children use to explore favourite stories in depth.

It is not yet good because

- Staff do not consistently make good use of the assessments to accurately plan children's learning. Consequently, some children are not challenged well.
- Staff do not always provide the younger children with a quiet place to calm down and rest peacefully to promote their health and emotional development.
- Staff do not consistently support children well in maintaining focus in play to help them complete their activity in their own time.
- The self-evaluation systems are not sufficiently robust to identify and address all areas of weakness in children's care and learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and the quality of teaching in the play rooms and outdoor play area.
- The inspector held a meeting with the registered person and manager to assess the suitability and qualifications of staff and management's knowledge and understanding of the Early Years Foundation Stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Full report

Information about the setting

Larkhill Church Day Nursery was registered in 1992. It operates from the Larkhill Christian Centre in Yeovil, Somerset. It is a Christian-based group, which has a church management committee who are also responsible for Elim Church Day Nursery based in the town centre. Children are cared for in two main playrooms on the ground floor. The nursery has access to kitchen and toilet facilities. There is an enclosed area available for outdoor play. The nursery is open from Monday to Friday all year round, from 7.45am to 5.30pm. Children come from the local area. The nursery receives funding for the provision of free early education for children aged two, three and four years. It supports children learning English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 43 children on roll. The committee employs nine members of staff to work with the children, most of whom hold, or are working towards, early years qualifications.

What the setting needs to do to improve further

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

- improve the use of assessments to plan each child's learning more accurately and to help children make good progress in all areas of learning
- 2014-10-28improve the organisation of younger children's sleep times to consistently provide them with a quiet place to calm down and rest peacefully, to meet their individual needs fully.

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

- support children better in maintaining concentration and focus in their play by allowing them time to complete their activity without distraction
- improve the systems for self-evaluation to help identify and address all areas of weakness in children's care and learning.

Inspection judgements

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

Staff implement suitable systems to plan and assess children's learning. They record observations of children in each child's learning pathway assessment file and complete

overview sheets as children progress. However, not all staff update these records sufficiently to accurately identify gaps in children's learning. As a result, some children do not make good progress in relation to their starting points. Staff involve parents in their child's learning. They meet with parents to discuss their children's progress and several parents contribute information about what their children are learning at home. Staff also provide parents with the required progress check for two-year-olds.

Staff provide a balance of free play and organised activities linked to a topic, currently promoting children's enjoyment of books. For example, children enjoyed listening to their favourite stories and then used interesting props to act out the stories, learn more about the characters and to re-call the stories themselves. Toddlers used bowls and oatmeal in the home corner and dug into shredded paper, while older children used large foam blocks and colouring sheets to act out their stories. This helps to promote children's early literacy skills well. Children enjoy exploring different media and materials indoors and outdoors. Babies enjoyed baskets of sensory objects, toddlers filled and emptied containers with sand and older children modelled mint-scented dough with their hands and tools. Children also used chalks and large brushes with water to make marks on the boards and walls outside. This helps to promote their creativity and mark making skills.

Staff respond to children's ideas and interests and ensure their favourite activities are available each day. They interact to help children choose activities and enjoy their play. As a result children play happily, laugh with staff and friends and remain active. However, on occasions, some staff disturb children unnecessarily when they are involved and focused on an activity. For example, they ask all children to come and have a drink ten minutes before tidying up for snack. As a result, these children lose focus and some do not complete their activity.

Some staff challenge children through asking questions to encourage them to think and re-call their knowledge. However, not all staff have high expectations of children and miss some opportunities to challenge them well, to help them fulfil their potential in all areas. For example, children ran cars and toys over a table of paint covered in clear film. Staff did not use the experience to encourage children to talk about the colours merging and the patterns changing. Staff organise some small group activities to support specific children with their speech and language development. During these activities, children joined in games using sound and word cards to develop their speech. Staff also use communication forms with parents of children learning English as an additional language to assess children's speech and language development more accurately. This helps some children to make better progress in their communication and language development.

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

Key persons work in consistent teams caring for children in their age-related playrooms. They provide settling-in visits during which they discuss children's needs and care routines with parents. They display this information to inform other staff. This helps children to settle in and to form trusting relationships with all staff. Staff provide toddlers and older children with a structured routine to help them understand what will happen next

throughout the day. Staff provide a reflection of each child as an individual, such as name labels, photographs and words in their home language. This helps support children in the move from their home to the nursery.

Children behave well and develop positive attitudes towards others. For example, children worked together in groups, helped others when asked, showed good manners and sharing, with staff support. This is because staff remind children of the expectations at morning registration time and explain the consequences of their actions gently but clearly to children. For example, staff explained why running might be dangerous if the children fall or bump into another person. This also helps children to learn about keeping safe. Staff promote children's self-confidence and independence. They involve children in helping and managing tasks for themselves and offer praise to acknowledge children's achievements. This helps promote children's readiness for school.

Staff maintain a clean and secure environment for children, with safety measures in place throughout the nursery to help keep children safe. Children choose toys for themselves and benefit from space to spread their play unhindered. Staff promote children's health and physical development appropriately. They provide children with physical play equipment and activities to encourage them to move in different ways and to run around outside. Children come together for sociable meal times in which they eat well-balanced meals and snacks. Staff meet babies' meal and sleep times according to parents' wishes. However, babies do not always settle well at sleep times because the sleep area is a partitioned corner of the active, and at times noisy, pre-school playroom. This does not help to promote babies' health or meet their individual needs.

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

Management and staff have a sound knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a clear knowledge of the correct procedures to follow if they have a concern about the welfare of a child and understand their responsibilities to safeguard children's welfare. Management implements secure vetting procedures to help ensure staff are suitable to work with children. In addition, staff implement daily checks, risk assessments and policies and procedures to help protect children and maintain good standards of safety.

Management and staff monitor and evaluate the quality of the nursery provision to drive improvements. Management implements suitable systems to monitor staff's knowledge and understanding of the Early Years Foundation Stage. These include supervision sessions each term and the manager's daily observations. Staff evaluate the planned activities each week to monitor children's enjoyment and learning, and the success of their experiences. Management completes and updates self-evaluation forms and quality improvement plans to identify and prioritise areas for improvement. For example, children now benefit from small key person group times to promote their communication and language development. Staff are also implementing a new assessment system to monitor and promote children's learning more effectively. However, self-evaluation systems are not

sufficiently robust to identify and address all weaknesses in the quality of provision.

Staff establish suitable partnerships with parents, who they provide with a clear, comprehensive prospectus about all aspects of the provision. This includes information about the Early Years Foundation Stage and how to get involved. Staff keep parents informed through face-to-face communication, displays and daily journals. Parents are encouraged to contribute their views of the nursery at inspection. Parents state that staff support children well, their children love attending and love the staff. This partnership helps to promote children's needs consistently.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	143105
Local authority	Somerset
Inspection number	843121
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	43
Name of provider	Elim Church Pre-School Committee
Date of previous inspection	07/11/2008
Telephone number	01935 424816

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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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