

Lola-Belle's Private Day Nursery Ltd

11 Owen Street, TIPTON, West Midlands, DY4 8EZ

Inspection date	21/07/2014
Previous inspection date	30/09/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 are friendly and welcoming. As a result, children appear happy and settled.
- Children learn while they play because staff plan a range of activities and experiences based on their individual interests.

It is not yet good because

- The provider has not considered all associated risks when using reins on children. Consequently, these are not always removed before children begin to use large play apparatus, which compromises their safety.
- Staff do not always effectively support the good communication and language development of babies and toddlers, by using clear and single words.
- Children become restless or distracted because staff do not always organise themselves well enough to ensure that learning opportunities are maximised.

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 all indoor areas used by children and the outdoor play area.
- The inspector and manager carried out a joint observation.
- The inspector spoke to the owners, staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation, a sample of records and policies relating to children's welfare, health and safety.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the nursery's self-evaluation document and action plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Lola-Belle's Private Day Nursery was registered in 2009 and is on the Early Years Register. It is one of two settings privately owned and managed by a limited company. It is situated in converted retail premises within a shopping centre in Tipton, Sandwell. The nursery serves the local area and is accessible to all children. It operates from four main playrooms over two floors. The first floor is accessed via stairs. There is a separate outdoor play area nearby. The nursery employs 14 members of childcare staff, including the owner. Of these, nine hold appropriate early years qualifications at level 2 or 3. Three members of staff also hold Foundation Degrees in Early Years. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 64 children attending in the early years age group. The nursery 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:

- ensure that risk assessments identify, minimise or remove any hazards in the environment, with specific regards to the safe use of children's reins.

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

- maximise learning opportunities by ensuring that staff are well organised when children change activity, so that they do not become restless and distracted
- increase opportunities for babies and toddlers to hear and imitate single words, for example, by staff using the correct vocabulary for specific words and phrases.

Inspection judgements

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

Children are happy, settled and make progress towards the early learning goals during their time at the nursery. Staff plan a wide range of activities that regularly take into account children's likes and preferences. The planning system ensures that children access activities and use resources that support all areas of their learning. When children have been on trips or holidays with their parents, they are encouraged to share these experiences with their friends. Staff use these experiences to support all children's learning. For instance, staff create informative displays and have discussions, which provide opportunities for children to learn about the world around them. Interactions

between children and staff are good because staff act as positive role models who are enthusiastic and encouraging. However, on occasions, staff in the toddler room do not always effectively support children's development of everyday language. This is because they substitute words or only make sounds, without also repeating the correct vocabulary. For example, 'a, a, a' instead of 'no' or 'stop' when a child puts an object in their mouth or 'ta' instead of 'thank you'.

All children have learning journey files which contain photographs, children's work, observations and assessment documents. Staff carry out regular observations of children and use these to create an individual learning plan. This identifies children's next steps for development and actions that staff will take to support this. This ensures that staff can monitor children's progress and plan activities and experiences tailored to their individual needs. Assessments are carried out each term and parents are provided with copies, which mean they are aware of their children's progress. The progress check for children between the ages of two and three years has been successfully implemented. Documents are gathered in preparation for children who are moving to school. Staff forward these so that schools have important information about children's strengths or any areas for concern. Older children show increasing levels of independence in readiness for this move because they manage their own self-care needs and are confident to express themselves verbally. They share information about themselves or express their own opinions about what they like to do at the nursery. Daily routines have been established, which means that children experience a range of different activities. However, on occasions children's learning is disrupted because staff are not always well organised. For example, during an activity when children are seated on the floor ready to begin, a member of staff stops the session and asks the children to stand back up. She then says, 'Do you want to sit on the floor or at the table?' The children give different responses before she tells them to sit back down again. This disruption means that some children become distracted and do not take part in the activity because their attention has been lost.

The key-person system is developed and good relationships exist between parents and staff. Parents speak highly about the nursery and report that communication is good. Parents are invited to attend meetings when they can spend time with their child's key person discussing individual progress. This means that parents are aware of their children's individual learning targets and can support ongoing learning at home. In addition to this, the nursery sends out regular newsletters to ensure that parents have information about what children have been or are going to be doing. Babies and toddlers have daily diaries, which support a two-way flow of information between staff and parents.

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

Children approach staff and other children with confidence, which shows that they feel safe and secure. Good attachments between staff and children are evident and staff act as positive role models. As a result, children's behaviour is good and they play well together. Staff are encouraging and affectionate towards children and they take the time to listen to opinions and interests. These are taken into account when planning activities, which ensures that children feel valued to support their emotional well-being. The key-person

system has been embedded and all children have an adult who knows them well. Staff speak knowledgeably about their key children. Staff demonstrate that they are aware of the benefit of this important role and they handle information about individual children, sensitively and confidentially. Children are provided with opportunities that challenge them physically and which require them to consider their own safety. For example, older children use a wooden structure to walk across, which requires them to balance so that they do not fall off. Children are well prepared when they leave to go to school because staff talk about what is going to happen. This gives them the opportunity to prepare for the move. A recent graduation ceremony was held to celebrate this important time. Parents are encouraged to stay for a number of settling visits when children start and they complete written documents about their children's needs to ensure that staff have important information. This means that children settle quickly because they are familiar with their surroundings.

Children benefit from spending time in this well-resourced environment where they have many opportunities to make choices about what they would like to do. Equipment and toys are provided so that they are easily accessible to encourage children to be independent. However, on occasions the daily safety check does not ensure that all hazards have been minimised or removed. Furthermore, staff do not always identify potential risks of some equipment that is used on a daily basis. For example, children wear reins for the walk to the outside area, which is within walking distance of the nursery. Staff are yet to consider the potential risks posed by children running around wearing the reins while playing on equipment. Nevertheless, children are appropriately supervised during this time to ensure their safety overall.

Children are provided with a daily routine, which includes regular exercise and eating healthy meals. Children show awareness of the daily routine because they settle quickly to rest, sleep when they are tired and sit together at meal times. The daily routine includes adult-led activities in addition to many opportunities for children to make choices about what they would like to do. However, at some periods of the day when there is a change in activity, babies and toddlers become restless because they are kept waiting for extended periods of time. This is because staff tell the children that it is time to go into the garden before care practices have been carried out. A number of children are still having their nappies changed and staff have not gathered all required equipment for the trip, while others are ready to go. Although some staff speak with the children during this time as they say 'garden, garden, garden' repeatedly, which makes the children more excited and begin to run around. This does not provide the children with an environment that fully supports their learning.

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

The nursery has made and sustained some improvements since the last inspection when they were judged to be inadequate. They have taken necessary steps to ensure that fire exits and evacuation routes are free from obstruction and all staff have been made aware of these practices. Risk assessments have been carried out on most areas of the nursery and staff are routinely asked to sign to say that they are aware of these procedures.

However, the provider has not given staff clear guidance with regards to the use of children's reins. These are used when walking to and from the outdoor area. Children wear them for an extended period of time while they are waiting to go outside and they run around and climb on equipment. On arrival at the outdoor area, not all children's reins are removed, which means that they are put at an increased risk when they play on the slide, climbing frame and bikes. Although the provider took necessary steps to address this on the day of the inspection, this shows a weakness in staff's understanding of the risk assessment process and a failure by the provider to ensure that children are safe at all times.

The lead person with responsibility for safeguarding has a good understanding of this role and is able to demonstrate that appropriate action would be taken if concerns about children were raised. The nursery has clear policies and procedures for reporting child protection concerns and staff understand the role that they play in ensuring children's well-being and safety in this circumstance. All staff hold appropriate Disclosure and Barring Service checks and the safe recruitment of new staff is robust. The provider has revised the system for planning and assessment. The manager has begun to introduce a monitoring system, which means that children's progress can be monitored overall. Children on most occasions are provided with a balanced educational programme. This is monitored by the manager, to ensure that children have a range of experiences to suit their different needs. Although staff interactions with children are generally good, staff do not always identify that children are kept waiting for too long or that learning is disrupted when changing activity. All staff receive regular supervision, which includes carrying out peer observations as part of the performance management system. However, this has not identified some weaknesses in staff practice, which impacts on the quality of teaching.

The nursery works in partnership with other providers and outside agencies. They use a series of action plans, which have been devised with support from local authority advisers, in conjunction with a comprehensive self-evaluation document. As a result, some weaknesses and priorities have been identified and appropriate action taken. This process is strengthened by seeking the views of parents through the use of questionnaires. However, it has not identified all areas of weaknesses within the nursery. The nursery has established some links with local schools to ensure that information about children who are leaving is shared. This ensures that these children get any help that they might need in their future learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY393248
Local authority	Sandwell
Inspection number	963348
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	64
Name of provider	Lola-Belle's Private Day Nursery Ltd
Date of previous inspection	30/09/2013
Telephone number	0121 5579956

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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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