

# Pines Private Day Nursery (The)

88 Stanton Road, ILKESTON, Derbyshire, DE7 5FY

<b>Inspection date</b>	14/11/2014
Previous inspection date	10/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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## The quality and standards of the early years provision

### This provision is inadequate

- The management team and staff do not understand their responsibilities towards safeguarding children in their care, especially when identifying possible signs of abuse and reporting to relevant agencies. As a result, children's safety is compromised and children are at risk.
- Staff do not consistently follow the nursery's own written procedure for the recording of children's accidents or injuries. Therefore, children's safety is compromised and a welfare requirement is not met.
- Some staff do not organise group times effectively to meet children's individual needs, especially for children aged between two and three years.

### It has the following strengths

- Children settle well at the nursery as a key-person system is in place and staff form close attachments to children and form good relationships with their parents.
- Teaching for children in the pre-school room is good because practice is commonly based on a secure knowledge and understanding of what children can achieve and how their learning can be supported. As a result, children are interested and keen learners who are acquiring the necessary skills for future 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 staff and children playing. She held discussions with the manager and spoke to children and parents during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector sampled safeguarding policies and procedures, accident and injury records, risk assessments and the records available relating to the suitability of staff.
- The inspector sampled children's learning journals, and observation and assessment documentation.

## Inspector

Janice Hughes

## Full report

### Information about the setting

Pines Private Day Nursery (The) was registered in 1996 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Ilkeston, Derbyshire and is privately owned and managed. The nursery serves the local and surrounding areas. It is open each weekday from 7.30am to 6pm all year round, except for the week between Christmas and New Year and bank holidays. All children share access to a secure, enclosed outdoor play area. The nursery operates from the ground and first floor of a converted three-storey house and a self-contained annex. There are currently 95 children on roll, all are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery currently supports children who speak English as an additional language. The nursery employs 17 members of childcare staff. Of these, 16 staff hold appropriate early years qualifications at level 3 and one member of staff is unqualified. The nursery receives support from a member of staff from the local authority.

### What the setting needs to do to improve further

#### **The provision is inadequate and Ofsted intends to take the following enforcement action.**

We will issue a Welfare Requirements Notice requiring the provider to

ensure staff complete accurate and detailed records of any accidents or injuries and first-aid treatment so that the information can be used to keep children safe

ensure all staff and management understand their roles and responsibilities towards safeguarding children

ensure all adults working with children are alert to any signs of possible child abuse and know where to report any concerns, so that children are safe at all times.

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

- ensure that the individual needs of those children between the ages of two and three years are carefully considered when organising group times, so that they benefit from the content and interaction with staff during these times.

## Inspection judgements

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

Children are generally happy and content in the nursery. Most staff are qualified and have an understanding of how to support children's learning and development through play. Children arrive at the nursery and willingly leave their parents. Staff are attentive to their needs and interact well with the children. Staff have created a generally well-organised, enabling environment, which provides children with a range of play and learning opportunities. Children are encouraged to make independent choices about their play, such as choosing which room to play in and what toy to use. This helps promote children's active learning and keeps them suitably occupied and interested. Staff's planning incorporates all areas of learning with activities that foster child-initiated learning. This contributes towards children making steady progress in their learning and development in relation to their starting points. Staff use suitable systems to observe, assess and monitor the children's achievements.

Staff liaise with parents to gain appropriate information about children's individual abilities when children first start. Parents are suitably informed about their child's care and development at handover times. They are able to view their child's learning journal records at any time and key staff invite parents to attend formal meetings to discuss their child's achievements in more detail. This provides parents with information about how they can further support their child's learning at home. Parents are encouraged to get actively involved in their child's learning. For example, they write comments about what their child has achieved at home on cut out 'leaves'. They then place the comments on the 'learning tree' and share the information with staff. Children who speak English as an additional language are suitably supported. Staff talk to their parents about using their home language and produce visual aids to help support children's communication.

Children in the pre-school room fully embrace their own learning. They have a good choice of toys and activities to pick what they would like to play with. They enjoy the open-ended activities and play, which helps children to develop their creative thinking and problem solving skills. Children are motivated, they explore and investigate as they play. They become thoroughly engrossed in their play. For example, children use their imagination well as they play with the toy knights, horses and the castle. They imagine dragons flying over the castle and mend the drawbridge. Children use their language skills well and hold purposeful conversations with staff. They are introduced to new vocabulary and encouraged to think as they answer open-ended questions from staff. Their imagination is further ignited as they move on to be doctors and bandage each other's legs and arms. Through this play, children are demonstrating skills that will support their future learning. They are cooperating with friends, thinking about what they are doing and being effective, active learners. Teaching for children in the pre-school room is good. Staff ignite and inspire children's learning and extend opportunities when appropriate, to enhance children's play and learning. However, in contrast, in the room for two- to three-year-old children, children are not always provided with choice. They are directed in their play. For example, all children are taken into a room where they are to participate in decorating cakes. They all sit at the table and staff, in a very structured manner, tell the children

what to do. They pass the icing mixture around the tables. Children do not have the opportunity to feel and explore the mixture or to engage in conversation. Staff do not interact with the children appropriately and there is little active learning taking place. Once they have finished, the children are taken away from their creations and told they cannot eat the cakes. Some children become very upset and take a while to settle down. In addition, children aged between two and three years take part in group sessions where they are encouraged to talk about the weather and the days of the week. However, this does not meet some children's needs as the expectations of staff are not matched to the ages and stages of development of such young children. As a result, some children become restless and distracted.

Babies are cared for in a calm and relaxing atmosphere. Staff understand their needs and interact well to encourage them to take part in activities. Babies are learning to move with confidence as they push toys around the room and pull themselves up onto furniture. They are extending their language skills as they sing popular songs and listen to words repeated sensitively by staff. They explore and investigate different textures as they pass materials from one hand to the other, beginning to make sense of the world around them. Babies enjoy playing with jigsaws and pop-up toys. They are beginning to solve problems as they work out where to put the jigsaw piece and how to press the buttons. Staff are sensitive to their needs, know their characters, interact well as they are at their level and constantly talk to the babies. As a result, babies are beginning to develop their speaking and listening skills.

Children paint, make masks, and use musical instruments expressing their own ideas. Children enjoy playing outside. They happily join in with a physical activity programme to develop their balance and coordination. They run around and use sit-and-ride toys, negotiating the obstacles well as they move around the garden. Children become very excited as they find worms and woodlice under an old carpet, which helps their understanding of the natural world. Staff have created a sensory garden to develop this area of learning and children enjoy smelling herbs, tasting tomatoes, watching flowers grow, and touching a selection of furry plants. They enjoy listening to the birds and the wind chimes. Children of all ages enjoy using this garden, which helps develop their senses. Children are developing literacy skills and an understanding that books bring pleasure, as they sit and listen to stories. Pre-school children develop their literacy skills well as they begin to write letters to their parents and accurately write their names. Mathematical skills are taught suitably. Staff encourage children to count while they play and use mathematical language, such as big and bigger as children build towers. Staff plan activities, such as shape games, sorting objects by colour and size and pre-school children are beginning to estimate length. For example, they decide how much string they need to go around their head for their masks. Children therefore learn about numbers, shape, space and measurement suitably while they play. Children have access to a wide range of tools, including pens, paintbrushes, scissors, glue sticks and play dough tools. They use these appropriately and staff provide suitable guidance and support to help them learn how to use them carefully.

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

Staff caring for babies in particular, are warm, and adopt a gentle, caring and nurturing approach to help support their emotional well-being. Staff carefully follow the babies' individual routines and preferences as detailed by parents on their 'All about me' forms. For example, some babies are gently rocked to sleep and others laid to sleep in cots as requested by parents. Children form close attachments with their assigned key person and familiar staff, and they feel safe and have a sense of trust. For example, children arrive happily and run to their key person as they chat about their evening or what has happened at home. Children are supported well when they move to another room in the nursery due to the sharing of information and carefully planned visits, where they are accompanied by their key person. Parents are involved in settling-in sessions that ensure children are provided with time and support to adjust to their new environment. Parents are invited into the nursery, and this allows them to become familiar with their new routines and key person. This helps children settle and builds relationships between the key person, children and parents. Children show by their words and actions that they feel safe and secure. However, this a false sense of security because children's well-being and safety is compromised because legal responsibilities are not met. Staff do not complete accurate or detailed enough written records of accidents, injuries or first-aid treatment provided to children. Furthermore, staff do not always inform parents of accidents or injuries that occur. In addition, the manager does not always notify Ofsted or child protection agencies about significant incidents or concerns. Consequently, the children's safety and well-being is compromised.

Children benefit from a suitably organised learning environment. They are able to access toys from low-level storage units and use a good selection of toys and resources to promote their development that cover all areas of learning. Children are taught about the importance of a leading a healthy lifestyle and have plenty of opportunity to spend time in the fresh air outside. Children are provided with a range of healthy snacks. Children help themselves to water throughout the day, which means they remain well hydrated and comfortable. Children benefit from freshly prepared meals and snacks, which are healthy and nutritious and enjoyed by the children. Children learn about staying healthy. Staff support children in developing their self-care skills as they encourage them to pour their own drinks and older children serve their own food. Staff complete thorough cleaning of all equipment to reduce the spread of infection. For example, nappy changing facilities are kept clean and details of children's nappy changes recorded.

Children understand about their own safety as they move around the nursery with care and know the boundaries and expectations of their behaviour. Staff teach children appropriately how to look after themselves in an emergency, as they regularly practise fire drills. Children behave well and respond to gentle reminders, such as sharing toys and sitting properly on the chairs at snack times. They are supported in learning to share and consider the needs of others as they follow the positive role models offered by the staff. Furthermore, pre-school children are taught and encouraged to make independent choices and therefore, develop a sense of control over their day and learning. Staff successfully encourage children to look after themselves and develop their independence. For example, children put on their aprons for messy play, learn to put their rubbish in the bin and independently wash their hands after using the bathroom. These developing skills go some way towards preparing children for school. Staff are aware of the value of working

in partnership with other providers where children attend more than one establishment, as well as other professionals, to support children's well-being and progress.

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

This inspection took place following concerns raised to Ofsted about safeguarding. At the inspection, the inspector found that some legal requirements of the Early Years Foundation Stage and the Childcare Register were not met. The inspection found that the provider, management and staff had failed to identify and record signs of possible abuse. The provider had failed to notify the Local Safeguarding Children Board or Ofsted of concerns. Consequently, the provider, management and staff have compromised children's safety and not kept them from harm. The management team has put in place a detailed safeguarding policy and procedure, which all staff have read. However, although these documents follow the procedures of the Local Safeguarding Children Board, the provider management and staff have failed to implement them effectively to safeguard children. The management team has implemented an appropriate recruitment and vetting procedure and all staff working with the children have suitable checks. For example, all staff have Disclosure and Barring Service checks, which means they are suitable to be around children. Staff have suitable references and have completed an induction for the nursery to ensure they understand safety and care procedures. Staff have attended safeguarding courses and when spoken to, understand their responsibilities towards safeguarding children. However, they do not implement these effectively. The provider also fails to ensure that all documentation is completed accurately, including information about first-aid treatment, for example, accident and injury records. Management has carried out a comprehensive risk assessment of the premises and for outings, which are reviewed annually.

Staff are monitored and appraised appropriately, by supervision chats and annual appraisals provided by the management. These help staff to improve some aspects of staff practice and to increase confidence, which in turn helps to provide adequate quality teaching and learning experiences for the children. Not all children are making good progress because the needs of specific groups of children are not carefully considered in the planning and organisation of some large group activities. As a result, young children's learning is not being fully supported at these times. The management team has identified training for all staff. A training programme has been put together to ensure the training also meets the needs of the children and improves their learning and care. Management and staff are motivated and keen to develop the nursery. Management reflects on the nursery's practice to identify priorities for improvement and have clear ideas to support this. For example, they have identified the need to improve outdoor provision, to provide the children with more activities in the outside environment, which will improve children's all-round development. Management and staff have completed the actions and most of the recommendations from the last inspection.

The management team and staff have developed relationships with parents and through discussion, they demonstrate that they understand the benefits of working in partnership with them. Parents report positively about the caring and friendly staff. Parents feel that

their children are valued. Parents are provided with the opportunity to see all of the nursery's policies and procedures that cover all relevant legislation, so that they are aware of the service that the nursery offers. Staff show a positive attitude to forming relationships with outside agencies to support children with English as an additional language. They have made appropriate links with outside agencies, such as the local authority. The partnership with external agencies, such as speech therapists, is suitable and staff work with these agencies to meet the needs of individual children, to provide continuity of care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure that every person caring for children is alert to any indications that a child may be suffering from harm (compulsory part of the Childcare Register)
- keep a record of accidents which occur on the premises where childcare is provided (compulsory 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

<b>Unique reference number</b>	206296
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	997060
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	84
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Sarah Taylor
<b>Date of previous inspection</b>	10/09/2013
<b>Telephone number</b>	0115 9305550

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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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