

The DoReMi Nursery

Chapman Avenue, Scunthorpe, Lincolnshire, DN17 1PL

Inspection date

28/11/2014

Previous inspection date

09/01/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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

- Children are not kept safe because staff do not adequately supervise them when they play on large climbing equipment.
- Children's care and learning needs are not met because staff are not deployed effectively. This results in staff not supervising all children properly or engaging them in purposeful learning experiences.
- The quality of teaching is poor because staff lack knowledge of varied teaching strategies. They do not effectively use their observation and assessment of children to plan and provide stimulating activities, which are differentiated to meet their individual needs. This prevents all children from making good progress in all areas of learning in readiness for school.
- Management and staff supervision is not effective at providing good levels of support, coaching and training to ensure all staff develop the knowledge and skills to provide children with consistently good quality care and learning experiences.

It has the following strengths

- Parents confirm they are happy with the nursery and they feel that they are kept appropriately informed about their 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 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 both sections of the nursery and in the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the assistant manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Samantha Hoyes

Full report

Information about the setting

The DoReMi Nursery was first registered in 2004 and the current owner took over the running of the nursery in 2008. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is part of the Westcliff Children's Centre. It is privately owned and operates from purpose built ground floor premises. Children are cared for in one large room, which is separated into three main play areas to accommodate differing ages of children. There is a secure outside area, which the setting uses for outdoor play. The nursery opens weekdays from 7:30am to 6pm, all year round, with the exception of one week between Christmas and New Year and bank holidays. There are currently 100 children on roll, 89 of whom are within the early years age range. The nursery provides funding for two- three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications. Two members of staff have completed the Foundation Degree in early years and one member of staff has a degree in early years. The nursery receives support from the local authority.

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 are adhered to, with specific regard to the safe use of the climbing frame outside
- ensure staffing arrangements are organised to meet the needs of children, with specific regard to ensuring that there are enough staff to continually supervise all children to fully protect their health and safety
- ensure staff develop knowledge of different teaching strategies to support all children in their care to make good progress in their learning
- ensure activities are sufficiently differentiated to ensure all children are supported and challenged appropriately
- ensure deployment of staff is effective throughout the nursery to enable staff to consistently respond to children's emerging needs and interest and to guide each child's development through warm, positive interaction and purposeful learning experiences
- ensure staff develop their knowledge of how to accurately observe and assess children's development and use this to identify and plan targeted next steps for individual children
- conduct more effective and robust supervisions on all staff, including the manager, to provide them with ongoing support, coaching and training to ensure they all improve their skills and provide children with consistently good quality care and learning experiences.

Inspection judgements

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

Teaching and learning are not effective because staff lack knowledge of varied teaching strategies to support all children in their care, especially children with special education needs and/or disabilities. As a result, children do not make good progress in their learning. For example, children are left to explore the computer unsupported for long periods of time and as a result, their learning becomes repetitive as staff do not support them to move on. Staff do not demonstrate a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Children's learning is not observed or assessed effectively. As a result, planning and next steps do not deliver a range of

activities that are sufficiently differentiated to shape children's individual learning experiences to ensure all of them are interested and challenged. Consequently, children are not suitably prepared for their next stage of learning, such as starting school.

Staff offer children a wide range of toys and equipment and they are able to move freely between inside and outside. This allows children to take charge of their learning and develop their own ideas. When staff engage in children's play, there are some appropriate questioning techniques and interactions with them. For example, outside, staff talk to children about the amount of skittles, which they need, counting together and using fingers to represent amounts. As a result, children are developing an awareness of mathematics. However, this is not consistent because deployment of staff is ineffective. As a result, staff fail to consistently supervise children and engage them in purposeful learning experiences. For example, children are frequently left to explore the setting unsupported because they are not seen by staff. During outside play, a large number of children wander aimlessly round because they are not supported in their play. Inside, children regularly amuse themselves by accessing the toys but they move quickly from one resource to another because staff fail to engage and support them in their chosen play. This means that children do not make good enough progress in their learning, especially children with special educational needs and/or disabilities.

Parents generally speak well of the nursery and some strategies are in place to engage them in their children's learning. For example, parents are encouraged to write down their children's likes and dislikes and put them on the tree to share at nursery. This provides parents with appropriate opportunities to become involved in their children's learning. Staff complete a progress check for children aged between two and three years and share these with parents to further support their learning at home.

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

Children's well-being is not met as staff are not adequately deployed to meet their individual care needs or to support them to safely use the range of resources on offer. For example, children of all ages access large outdoor climbing equipment unsupervised. Although, a recent risk assessment has been undertaken on how this piece of equipment should be safely used, this is not followed by staff. Staff fail to supervise children or explain to them how the equipment should be used. This results in children being put at risk and not learning how to keep themselves and others safe. Children's care needs are not met because staff's supervision of children is ineffective. For example, children are left too long in wet clothing while staff deployment is rearranged to allow them to change them. Children are not consistently supported by staff to develop their self care skills, such as learning to wipe their nose. Consequently, children's noses frequently go unwiped, which does not meet their basic health care needs.

Children's independence is not consistently promoted. For example, at lunch time, children serve themselves and staff carefully model how to use the large spoon. This allows children to develop their physical skills and learn about portion sizes. However, at other times during the day, there is little modelling for children to develop some of these skills. Also, at times, there is no modelling due to the poor deployment of staff. For example,

during hand washing time for snack, children fill sinks with water and splash in this because staff do not supervise them. On the whole, some behaviour is managed appropriately through staff praising children. However, staff do not always get down to the children's level to explain and support them to learn why they have to wait for their turn. This results in some children, especially children with special educational needs and/or disabilities, getting upset and remaining upset for long periods of time because staff fail to offer appropriate support, comfort and reassurance. Again, this is a direct consequence of the poor deployment of staff. Staff are often too busy doing a range of different chores and they fail to spend quality time with children to meet their needs. As a result, not all children are well supported to develop a positive attitude to their learning.

Children appear content in the nursery and they settle quickly when they arrive as a result of some caring relationships with staff. Children are emotionally prepared for the next stage in their learning. This is because staff take the time to discuss these next steps and support with visits when applicable. Children are sometimes supported to develop healthy lifestyles. For example, staff encourage children to take regular drinks of the fresh drinking water available and reinforce this with offering healthy options during snack time.

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

The nursery is not meeting all of the requirements of the Early Years Foundation Stage. Although, the management team are aware of their weaknesses through the evaluation of their practice, the day-to-day manager of the nursery does not spend enough time monitoring the quality of staff teaching and staff deployment. As a result, changes made have been inadequately monitored and have not been timely or effective to rectify the weaknesses. For example, weaknesses around staff supervision of the large outdoor equipment has resulted in a revised risk assessment, which states the equipment should only be used by older children and under the direct supervision of staff. However, on the day of inspection, this was not being adhered to by the staff team. This results in younger children sometimes using the equipment and all children being put at risk because staff fail to adequately supervise them. The monitoring of the educational programmes is ineffective. Significant weaknesses have not been identified with the staff's implementation of planning, observations and assessments. For example, staff do not complete regular observations or assessments of the children and are not aware of how to differentiate activities to meet children's individual needs. This results in all children, not making good progress in the seven areas of learning.

Managers and assistant managers are not adequately supervised by the provider to develop their own roles and responsibilities. Supervisions of all staff are also not effective to provide support or to coach and mentor staff. As a result, managers and staff do not develop their knowledge and skills to provide children with consistently good quality care and learning experiences. Despite this, staff do have a sound awareness and knowledge of child protection. Staff are aware of the procedures and who to call should they have a concern about a child. As a result, children are protected from potential harm. Clear recruitment procedures are in place, which includes obtaining Disclosure and Barring Services checks for all staff. Consequently, children are cared for by staff whose suitability

has been checked. On the day of the inspection, staff showed respect for one another and they spoke to each other in an appropriate manner.

Partnership working with other providers and parents is adequate. The nursery is beginning to work closely with the local authority to try and bring about change. Parents receive some good information through notice board displays and they mainly make positive comments about the setting and the standards of care and learning that their children receive. Close links with local schools ensure that children are emotionally prepared for their eventually move to school.

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:

- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register).
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (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	EY373015
Local authority	North Lincolnshire
Inspection number	858158
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	100
Name of provider	Bazeegar Ltd
Date of previous inspection	09/01/2009
Telephone number	01724 863 040

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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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Piccadilly Gate
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