

St Michael's Nursery

Rear of St Michael's Court, off Crocketts Lane, Smethwick, West Midlands, B66 3BX

Inspection date	19/12/2014
Previous inspection date	20/02/2014

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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's safety is significantly compromised because not all staff have appropriate suitability checks. Risk assessments do not identify all hazards to children. Hygiene practices within the setting are poor and there are no opportunities for daily outdoor play, which compromises children's good health.
- Management fails to ensure that the quality of teaching across all seven areas of learning and the partnerships with parents are effective in supporting children to make sufficient progress.
- Assessment of children's achievements are not accurately monitored, which prevents staff from ensuring all children make good progress, particularly those with special educational needs and/or disabilities.
- Arrangements for liaising with parents regarding the progress check for children between the ages of two and three years do not support early intervention when required.
- Children's behaviour is not managed well. This leads to a disorderly environment that hinders children's learning and development.
- The key-person system is not fully embedded. Because of this, children's individual care, learning and emotional needs are not fully met.

It has the following strengths

- Records, such as accident and medication, are maintained appropriately.

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 looked at a selection of children's assessment files and discussed their progress with their key persons.
- The inspector checked for evidence of the suitability and qualifications of the staff working with the children.
- The inspector observed play and learning activities and spoke to staff and children indoors.
- The inspector held a meeting with the manager and looked at and discussed a range of policies and procedures. She carried out a joint observation with the manager.
- The inspector took account of the views of parents on the day.

Inspector

Karen Laycock

Full report

Information about the setting

St Michael's Nursery opened in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from Smethwick in Sandwell. Children are cared for across three rooms and have access to an enclosed outdoor play area. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week from 7.30am until 6pm all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 41 children on roll, 37 of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. There are currently nine staff working directly with the children. Of these, one holds an appropriate early years qualification at level 5, five hold level 3 and two hold level 2. 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 the premises, including outdoor spaces, and equipment are suitable and safe for children, and that risk assessments are used to identify and minimise all risks to children
- implement a robust recruitment and vetting process to ensure all staff are suitable to work with children before they are left alone with children in the nursery
- take necessary steps to prevent the spread of infection to promote the good health of children attending
- ensure each child is assigned a key person in order to tailor the care and learning to meet each child's individual needs
- implement effective strategies that give clear guidance to children to help them learn about what is acceptable behaviour
- increase staff and manager's understanding of the Early Years Foundation Stage to ensure that children learn, develop and are kept healthy through good quality teaching
- ensure that partnerships with parents are improved so that all parents are kept informed of their child's progress and given support as to how to continue their child's learning at home
- ensure that ongoing assessment is effectively used to understand children's level of achievement, interests and learning styles, and use this information to shape children's learning experiences that precisely match their needs and help them to make good progress, especially those with special educational needs and/or disabilities
- ensure the written summary of the progress check is carried out for children between the ages of two and three years in a timely manner, and liaise with parents so they can share this with the health visitor to help identify children's strengths and target areas to develop in the prime areas of learning and enable early intervention, if needed
- ensure that outdoor activities are planned and taken on a daily basis.

Inspection judgements

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

The manager has not ensured that the requirements of the Early Years Foundation Stage are met. Staff do not have in-depth knowledge about how children learn and are not skilled at using observations of children to plan effective and individual next steps for learning. Activities are not tailored to meet all children's individual learning and development needs. As a result, staff are unable to plan to move them forward and accurately track individual children's progress over time or identify any gaps in their learning. Therefore, staff's ability to provide children with more targeted support, if needed, is significantly hampered. Children who attend other settings do not have a key person allocated to them. Staff make no observations or assessments to determine their next stage of learning and they are not included in the room planning. This hinders the overall progress these children make towards the next stage of their development and impacts on their readiness for school.

Children under two are not provided with the time and freedom to play and explore resources or become deeply involved in sensory activities. For example, children eagerly engage in an activity with water and bubbles that staff put out for them. One child starts to explore moving the water between different receptacles. Another uses a beaker to wash a doll's hair. All children are fully engaged in the activity when staff start to move them away. Children start to cry as they try and continue with their activity, so staff cover the tray over to prevent any further play. Children are too young to understand why they cannot continue with the activity or why so little time was allocated to this. This poor quality of teaching means that children are not encouraged to play, explore and be active. This limits their choice, enjoyment, achievement and progress. Consequently, children's progression to the next stage of learning is not fully maximised. Activities are not stimulating or challenging. For example, in the pre-school room, staff use flash cards to teach children to recognise numbers and learn to count up to 20. Children taking part in the activity are already working at or beyond this level of mathematics. This lack of challenge results in some children not being engaged in the activity. This results in poor behaviour as children kick, tease and disturb others. However, later children enjoy threading beads and staff use this opportunity to encourage them to think about pattern and sequence.

Not all staff who work with children between the ages of two and three years are aware of the need, or have the knowledge, to carry out the required progress check to share with parents. They do not focus strongly on the three prime areas of learning, which reflect the key skills and capabilities all children need to develop and learn effectively and become ready for school. This gap in their knowledge reduces their ability to successfully support and extend children's learning, particularly those with special educational needs and/or disabilities. In addition, staff cannot support partnerships with parents and professionals from other agencies when necessary.

Staff do not engage with parents to regularly share their children's achievements and learning priorities. This does not keep all parents informed of their child's progress and

does not support all parents to continue children's learning at home. This limits children's progress in their learning and development and does not prepare them sufficiently for future moves, including those to school.

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

Management do not have sufficient knowledge about safeguarding to ensure that children are kept safe and their well-being is protected at all times. As a result, children develop a false sense of safety and security because there are inadequate steps taken to protect important aspects of their welfare. Nevertheless, most children appear happy and settled in the setting.

Children do not have daily opportunities for fresh air during the winter months as the soft play area is covered with green mould, which is extremely slippery. Hygiene and safety practices are inadequate. For example, children use their fingers to help themselves from a communal bowl of raisins. They lick their fingers as they eat and repeatedly help themselves to more fruit. Remaining fruit is then stored away for the next use. The bedding that children use is not stored separately. Staff do not adhere to the nursery's nappy changing policy as they do not wear protective aprons when changing children's nappies. This means that the nursery does not take necessary steps to prevent the spread of infection in order to keep children in good health. The shelf which surrounds the sink unit in the bathroom, which is used by children to wash their hands, is missing. Because of this, sharp edges are exposed on which children could harm themselves.

Staff do not teach children to keep themselves safe. For example, children under two frequently try and climb onto the chairs placed against the table. Staff tell them not to do this. However, they do not attempt to teach them how to safely get onto the chair or place the chairs in such a way that children access them appropriately. Some children play well together in the setting. However, several children in the setting are not kind to each other and do not share. Staff do not manage this challenging behaviour well. For example, children in the under two room argue and take toys from one another. Staff do not intervene and the stronger or more persistent child gets what they want. This does not equip children with the necessary skills and attitude to prepare them for moves within the setting or readiness for school.

Staff are caring and approachable and most develop close attachments with key children and their parents to promote children's emotional well-being. This means that most children move confidently around the setting and form good relationships with their peers. This is not always the case with children who do not have a key person or those who need additional support, and because of this they tend to play alone. Children do not have opportunities to promote their physical skills outside. In addition, physical activities indoors, such as action rhymes, tend to take place with children sitting down. Older children learn to manage their own personal needs, such as being responsible for their own coats and bags on arrival. Children are provided with fresh fruit and vegetables at snack and meal times, although staff do not discuss the benefits of healthy eating with them. However, children are praised for eating their meals.

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

Leadership and management of the setting are inadequate. There is too little understanding of the safeguarding and welfare requirements, resulting in breaches of the requirements of the Early Years Foundation Stage. These breaches have a significant impact on the safety and well-being of children. Children's safety is not assured because the manager does not have sufficiently rigorous recruitment processes. For example, staff work in the nursery before Disclosure and Barring Service checks are undertaken. In addition, the manager has failed to obtain appropriate references prior to allowing staff to work unsupervised with children in the setting. Most staff hold a current paediatric first-aid certificate. Consequently, they have up-to-date knowledge of what to do in the event of a medical emergency. The required adult-to-child ratios are maintained at all times.

The manager has failed to organise the premises to meet the needs of all children. This relates specifically to failure to provide safe daily outdoor play opportunities and to ensure that repairs to the premises are carried out as necessary. Hygiene and safety practices are inadequate. Risk assessments are carried out but these do not identify and minimise all hazards to children.

The manager has a lack of understanding of the learning and development requirements for the Early Years Foundation Stage, which means that children's progress towards meeting their next steps in learning is insufficient. Staff hold relevant qualifications but this does not have a positive impact on the quality of teaching in the setting. There is ineffective monitoring of staff. This results in poor teaching practice and poor identification of training needs to meet the needs of children, in particular those children with special educational needs and/or disabilities. Staff do not receive appropriate support or monitoring to ensure they fully understand how to support each child's needs and how to successfully deliver the learning and development requirements. Because of this, management is not able to show how children are progressing over time in all areas of learning. Support for children with special educational needs and/or disabilities is inadequate as the manager does not access guidance from outside professional agencies when appropriate.

Parents and carers spoken to on the day of the inspection were positive about the quality of care provided. The setting has established partnerships with local schools and local support agencies. However, parents are not sufficiently encouraged to be involved in children's learning and development in the setting or to continue learning at home. Management has been ineffective in tackling weaknesses within the setting, which means they are not sufficiently ambitious about improving practice so it can meet the legal requirements and be a safe and stimulating early years environment for children.

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:

- ensure that children receiving care are kept safe from harm (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children in their care (compulsory part of the Childcare Register)
- ensure that any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that the premises, including outdoor spaces, and equipment used for the purposes of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children receiving care are kept safe from harm (voluntary 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)
- ensure that any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure that the premises, including outdoor spaces, and equipment used for the purposes of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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	EY336687
Local authority	Sandwell
Inspection number	966780
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	41
Name of provider	Albert Nathaniel Watson
Date of previous inspection	20/02/2014
Telephone number	01215583446

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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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