

# Rowley Owls Nursery

Rowley Hall Primary School, Windsor Road, ROWLEY REGIS, West Midlands, B65 9HU



<b>Inspection date</b>	2 February 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Staff do not always complete the register of attendance to show the hours that children attend.
- Staff do not know how to use the information gained from observations and assessments to identify and plan for children's next steps in their learning.
- Risk assessment procedures are ineffective and fail to successfully identify and minimise risks to children.
- The provider does not use self-evaluation to consistently evaluate and review practice. Consequently, there are no arrangements in place to monitor the quality of the provision.
- Children's safety is not assured as some new staff are not fully aware of the important safeguarding procedures.
- There are no arrangements in place for the supervision of staff.

### It has the following strengths

- Staff have positive attitudes towards equality and diversity. Children are supported to recognise and respect similarities and differences between themselves and others.
- Children are happy and content in the setting, showing confidence in their surroundings.

## What the setting needs to do to improve further

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

- improve the effectiveness of risk assessment procedures, to prevent the spread of infection, in particular by, ensuring toys and equipment are cleaned on a regular basis
- ensure an accurate record is maintained of all children who attend and their hours of attendance
- develop staff's knowledge of how to use observations and assessments to target and support children's next steps in learning, so they make good progress
- identify children's individual next steps in learning, and use these to plan challenging, purposeful activities across all areas of learning
- ensure that staff supervision sessions provide effective support, coaching and training for staff to consistently improve practice in all areas, including the quality of teaching
- implement an effective system to ensure that all new staff receive induction training that includes safeguarding procedures.

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

- develop self-evaluation and monitor the educational programmes further, so that all areas of the provision are consistently evaluated.

### Inspection activities

- The inspector held meetings with the manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector observed children's activities inside and outside, and carried out a joint observation of an activity with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at records of children's learning and development and a range of documentation, including policies, accident and attendance records.
- The inspector took account of the views of parents spoken with on the day.

### Inspector

Lesley Bott

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

Staff have an inconsistent understanding of the areas of learning. This impacts on their ability to use information from observations and assessments to support children's next steps in learning. Consequently, children do not make good progress. Staff are unable to accurately identify challenging next steps in learning to help children make the best possible progress. The quality of teaching is poor. For example, when children take an interest in the train track, staff miss opportunities to skilfully question children in order to extend their language and mathematical development. This results in some children not being fully motivated or engaged in their learning. Not enough children are working within the typical range of development expected for their age, given their starting points. This does not ensure that children have a solid foundation to support their future learning. Children enjoy and join in with actions songs and rhymes as they learn new words and develop their physical skills.

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

Staff give insufficient attention to ensuring all aspects of children's safety are met. As a result, records of children's attendance are not consistently maintained to ensure staff know who is present at any time. Risk assessment procedures are ineffective and staff fail to notice and understand the significance of risks to children's health and safety. For example, staff do not regularly monitor and clean equipment and toys to prevent the risk of cross-contamination. Children's personal, social and emotional development is appropriately fostered as they are encouraged to do things for themselves. For example, pre-school children are able to independently access their coats as they prepare to go outside. All children have opportunities to extend their learning outside as they enjoy daily access to the outdoor learning environment. An established key-person system is in place to help children settle and bond with staff. Parents receive daily information about their children's care routines and achievements. Positive relationships are established with other local schools to promote continuity children's education, care and well-being.

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

Leadership and management are ineffective. Although regular staff meetings take place, the ineffective monitoring of staff has resulted in inconsistent teaching practice. As a result, some staff cannot accurately support children's individual learning needs and ensure they enjoy a broad range of experiences. Self-evaluation is weak and not used effectively to monitor the quality of the setting. There is no procedure in place for the regular supervision of staff. This means that there is no clear identification of targets or action plans in place to improve or sustain current practice. Most staff are familiar with the signs and symptoms of abuse, and know their roles and responsibilities. However, new members of staff are not always fully aware of the relevant procedures to follow if faced with a potential child protection concern.

## Setting details

<b>Unique reference number</b>	EY319292
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1001092
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Rowley Hall Primary School Governing Body
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0121 5591400

Rowley Owls Nursery was registered in 2006 and based on the same site as Rowley Hall Primary School. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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