

# The Red Roof Childrens Day Nursery at Kinsley and Fitzwilliam Community Resource Centre.

Wakefield Road, Fitzwilliam, Pontefract, West Yorkshire, WF9 5BP

## Inspection date

13 February 2015

Previous inspection date

11 May 2009

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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 take sufficient steps to ensure that unauthorised persons cannot enter the premises unnoticed. This puts children's safety at risk.
- Staff do not consistently manage behaviour in appropriate ways and this adversely affects children's well-being.
- Staff do not consistently gather sufficient information from parents about children's starting points in order to plan effectively to meet their individual learning needs.
- Staff do not always plan effectively to ensure a quality experience for children. The lunch time routine takes too long, particularly for the first group of children. As a result, their food gets cold and the time planned for children to read is lost.

### It has the following strengths

- Staff complete a progress check for children between the ages of two and three years in a timely manner. This information is shared with parents and other professionals and helps to ensure that parents and children receive the additional support they need.
- Children enjoy freely accessing a suitable range of resources that are well presented.

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

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

- take all reasonable steps to remove, minimise and manage risks and hazards to protect children's safety and welfare, particularly the risks associated with persons being able to gain entrance to the building unnoticed
- ensure staff manage children's behaviour in ways that are suitable for their age and stage of development
- ensure that information is obtained from parents about the stage of development of each child when they enter the setting; use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development from the outset
- take steps to ensure the planning of routines aimed at developing children's independence and getting them ready for more formal learning works in practice.

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

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).

## **Inspection activities**

- The inspector observed activities in the two play areas.
- The inspector evaluated a planned activity with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the setting.
- The inspector looked at children's records, planning documentation, and a range of other documentation including, policies and procedures, certificates and suitability checks.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## **Inspector**

June Rice

## **Inspection findings**

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

Staff are not consistent in obtaining information from parents about what their children can do on entry to the setting. This means that staff do not have a comprehensive picture of all children's abilities. As a result, they are not able to plan a more challenging and enjoyable experience for every child from the outset. Children enjoy an environment that offers them opportunities to freely access a suitable range of toys and resources that are well presented. Children respond to the interactions of staff who are generally close by and observant. Staff use questions to help children to think and encourage them to keep trying until they succeed. This helps to build children's confidence. Staff provide some suitable activities to help children develop the skills they need in readiness for school. For example, staff model thinking out loud, use simple sentences and encourage children to describe and think about what they are doing. Staff work closely with other professionals to ensure that children and parents get the additional support they need.

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

Staff do not consistently manage behaviour in appropriate ways and this adversely affects children's well-being. For example, children were separated from others for a lengthy period of time considering their age. There was no further support to aid their understanding of what was happening and no adult near enough for the child to seek reassurance. Staff who remained in the room did not intervene in a timely manner. Staff help children to develop their physical skills. For example, children enjoy moving to action songs and learn how to use equipment, such as scissors, bikes and skipping ropes. Staff help children prepare emotionally for their move on to school through their daily care routines and activities. They talk to children about going to school and teach them self-help skills, such as setting the table and serving their own food. However, not all such routines are planned successfully. For example, the lunch time routine takes so long that children's meals get cold and some children show frustration at having to wash their hands for a second time. Additionally, the time planned to provide children with time to read more complex stories is lost.

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

Insufficient steps are taken to ensure that unauthorised persons cannot enter the premises unnoticed. This puts children's safety at risk. However, management and staff do have a clear knowledge and understanding of the safeguarding procedures to help protect children from abuse or neglect. The recruitment and vetting procedures help to ensure that staff are suitable to work with children. Those in charge carry out staff appraisals annually and some staff training is carried out. Regular assessments of children's development are made to ensure that all seven areas of learning are covered. Information is also shared with parents about their children's progress and ideas given of how they can support their children's learning at home. Staff exchange information with other early

years settings to help them prepare for the children who will be joining them for their next stage in learning. The manager has identified some areas for further development and devised an action plan. This involves reviewing resources to further support children's imagination, enhancing the outdoor play area and improving the system for gathering information about children's starting points.

## Setting details

<b>Unique reference number</b>	322063
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	855344
<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>	29
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Kinsley & Fitzwilliam Learning & Community Centre
<b>Date of previous inspection</b>	11 May 2009
<b>Telephone number</b>	01977 610931

The Red Roof Childrens Day Nursery at Kinsley and Fitzwilliam Community Resource Centre was registered in 2000. It is run by a non-profit making organisation which is part funded through Adult Education. The nursery provides full day care for members of the local community undertaking adult education training and people in employment, lone parents, teenage parents and parents/carers requiring respite care. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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