

Holme Garth Nursery

Holme Garth, Holme Lane, Sutton-in-Craven, KEIGHLEY, Yorkshire, BD20 8BU



Inspection date

11 June 2015

Previous inspection date

5 March 2012

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 does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Children's records and registration details, including details of their health needs, are not always in place before they start at the setting.
- The manager's understanding of the legal requirements with regard to ensuring a robust recruitment process is poor. She is not aware of the need to record who obtained the Disclosure and Barring Service checks. Records show not all staff have been subject to the necessary identity checks or that appropriate references have been obtained.
- Children's welfare is not sufficiently promoted. There are no systems in place to check the ongoing suitability of staff. Staff are not aware of the procedure to follow if they have concerns about a child or in the event of an allegation being made against the manager.
- The quality of teaching and assessment, including the progress check for children between the ages of two and three years, is poor. The manager and staff do not assess children well enough to promote their learning or plan activities to meet their needs. As a result, children do not make suitable progress or gain the skills that will help them when they move on to school.
- The key-person system does not promote the effective sharing of information between parents and staff.
- Staff do not seek advice from other professionals quickly when they have concerns about a child's learning and development.
- The manager does not use effective evaluation to assess the quality of teaching, or the overall service they provide, in order to drive improvement.

It has the following strengths

- Children have regular opportunities to play outside in the fresh air, which promotes their physical development.

What the setting needs to do to improve further

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

- ensure necessary personal and medical information about each child is recorded before they start at the setting, including their full name, date of birth and the name and address of every parent/carer and any other person with parental responsibility, where the child normally lives and emergency contact details
- ensure all necessary checks have been undertaken and are recorded for staff working with children, including identity checks, appropriate references and details of who obtained the Disclosure and Barring Service check, in order to confirm the suitability of staff
- implement systems to ensure that staff know that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children
- implement robust procedures to safeguard children and ensure all staff are aware of the action to be taken if they are concerned about a child or in the event of an allegation being made against the manager
- establish rigorous observation and assessment procedures so that staff understand each child's starting points, level of achievement, interests and areas for further development or where their progress is less than expected, and use this to plan tailored learning experiences to help each child make good progress in all areas of learning
- ensure the required progress check for children between the ages of two and three years is completed and that staff use this to identify areas where children may need additional support and how this will be achieved
- ensure the key-person system is effective, for example, by ensuring that part-time staff are working when their key children are in the setting, to enable parents to build strong relationships and share information about their child's care learning and development
- ensure that prompt referrals are made to other professionals when staff have concerns about children's learning and development, so that children receive the additional support they need.

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

- keep records of the name, home address and date of birth of each child who is looked after on the premises and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- ensure that any person in regular contact with children is suitable to work with children (compulsory part of the Childcare Register)
- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- keep records of the name, home address and date of birth of each child who is looked after on the premises and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)
- ensure that any person in regular contact with children is suitable to work with children (voluntary part of the Childcare Register).

Inspection activities

- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector carried out a joint observation with the owner/manager.
- The inspector observed play and learning opportunities for children, and spoke to staff and children when appropriate.
- The inspector held ongoing discussions with the owner/manager throughout the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including staff qualifications, policies, procedures and the provider's self-evaluation.

Inspector

Julie Jones

Inspection findings

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

Staff are well qualified. However, they do not use this knowledge to provide children with good quality learning opportunities. Staff do not regularly observe children to find out what they are interested in or what they can do. This means that the activities they plan do not meet the needs of all children. As a result, children are not always confident or motivated to join in. During group activities some children become restless and lose interest. The manager and staff do not check children's progress regularly enough to be able to identify any gaps in their learning. They do not keep a copy of the progress check for children between the ages of two and three years. This means staff are unable to use this to plan activities for children who may need additional support. Furthermore, staff do not work in close partnership with other professionals. As a result, children whose progress gives cause for concern are not given sufficient support quickly, to prepare them for the next stage in their learning or school.

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

Children's health and safety are compromised because managers and staff do not consistently gather essential information from all parents before children start. This means that staff do not know each child's date of birth or information about illnesses, medical conditions and medication that children are taking. Most staff have attended recent safeguarding training. However, not all staff understand the procedure to follow if they have cause for concern about a child, or if they received an allegation against the manager. The manager has failed to notify staff that they must disclose any changes to their suitability to work with children. This means that the she is unable to ensure their continued suitability, as part of a robust safeguarding procedure. The key-person system is not effective. For example, part-time staff regularly do not work on some of the days that their key children are in the setting. This means that staff are unable build strong relationships with parents. As a result, they do not share information about children's learning at home, that would enable them to plan activities which complement children's interests.

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

The manager has an inadequate understanding of the requirements of the Early Years Foundation Stage. As a result, there are a number of breaches in legal requirements which have a significant impact on children's welfare and their individual needs being met. The manager's knowledge of safe recruitment is poor. As a result, appropriate references for some staff have not been obtained to ensure their suitability. A record is not maintained to evidence the identity checks and vetting processes that have been followed, including details of who obtained the Disclosure and Barring Service checks. The manager does not adequately check the progress of children or evaluate the service that she provides. For example, she does not check that staff are providing all children with good quality teaching and learning experiences. This means that she is unable to identify and target

weaknesses in teaching to improve outcomes for children.

Setting details

Unique reference number	400081
Local authority	North Yorkshire
Inspection number	855373
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	51
Name of provider	Educare NY Ltd
Date of previous inspection	5 March 2012
Telephone number	01535 632130

Holme Garth Nursery was registered in 1985. The setting opens from 8am to 5.30pm, Monday to Friday. The setting employs 11 members of staff. Of these, seven hold appropriate early years qualifications at level 3, and three hold level 2. The manager holds Early Years Professional status. The setting provides funded early education for two-, three- and four-year-old children.

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.

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