

Best Start at Sinfin

SINFIN CHILDREN AND YOUNG PEOPLE'S CENTRE, 345 Sinfin Lane, Derby, DE24 9SF



Inspection date

9 June 2015

Previous inspection date

23 January 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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

- The quality of teaching is poor. Some staff do not understand how children learn and spend insufficient time with individual children, focusing primarily on group activities.
- Planning and assessment for children's development are weak. Staff do not routinely obtain information about children's starting points and do not always identify next steps for their learning. Assessment of learning is not consistently completed for all children.
- The quality of spoken English used by some staff does not support children to learn and reach a good standard of English language.
- Children's behaviour is not well managed by all staff. Staff do not follow through with strategies for managing unwanted behaviour and children are not taught how to manage their own feelings and emotions.

It has the following strengths

- The new manager has a good understanding of the weaknesses within the nursery and recognises what needs to improve to ensure children access a high quality learning environment.
- Staff understand how to protect the children in their care. Good policies and procedures are in place to help support them in their work.
- Children have good relationships with staff and settle well into the nursery.

What the setting needs to do to improve further

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

- develop planning so that it takes into account children's individual next steps to ensure that children make good progress towards the early learning goals
- ensure staff use properly constructed sentences when speaking so that children have opportunities to learn and reach a good standard of spoken English
- ensure initial and ongoing assessments are completed for all children and that staff use them effectively to plan challenging and interesting learning activities
- ensure staff undertake appropriate training to improve the quality of teaching so they are able to offer quality learning experiences for children
- ensure children's behaviour is managed in a consistent way so that they understand what is expected of them and they develop ways to manage their emotions.

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

- take steps to ensure that staff develop appropriate strategies to manage children's behaviour (compulsory Childcare Register).
- take steps to ensure that staff develop appropriate strategies to manage children's behaviour (voluntary Childcare Register).

Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector held a meeting with the manager and spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff working in the provision and a range of other documentation including policies and procedures.

Inspector

Diane Stone

Inspection findings

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

The quality of teaching is too variable across the staff team. Some staff have a poor understanding of how children learn and are unclear on what their role is in developing children's abilities and skills. Too much emphasis is placed on routines of the day and insufficient emphasis placed on teaching. Staff do not plan well enough to ensure that all areas of learning are covered in enough depth and breadth. Children's starting points and next steps in learning are not always assessed by staff. As a result, children's progress is not consistently reported on and it is unclear what progress some children are making. There is too much focus on group activities and staff frequently miss opportunities to engage children in small group or one to one situations. Therefore, children's individual learning needs are rarely addressed. Staff quickly move from one activity to another and do not always recognise where children need additional support, or when learning opportunities present themselves. For example, a child was supported to put on an apron and then left to play in the water tray on their own. Staff paid no attention to what the child was doing and made no attempt to engage them in any way. The quality of spoken English used by some staff does not ensure that children understand what is being said to them. Staff rarely check children have understood them. As a result, children get bored and move away from adult led activities, such as circle time when children quickly lost interest in singing the adult's choice of songs. Outdoor play is promoted well within the nursery. Staff join in games and activities and encourage children to have a go and try new things.

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

The environment is not always used effectively. Staff routinely close off one room and children are unable to access the activities in this area without asking. Although there is a wide variety of toys and equipment for children to use, the lack of adult support at activities means children do not develop the concentration skills they need for when they start school. Children have good relationships with staff and settle well into the nursery. Staff support children to develop independence skills, and they are encouraged to pour out their own drinks at snack time. Parents are positive about the care and education provided for their child and feel they are kept informed about what is happening at the nursery. Staff do not always recognise the needs of children who speak English as an additional language. For example, staff repeatedly told a child to sit down and listen when it was clear the child did not understand what they had been asked to do. Children's behaviour is not consistently managed; some staff do not follow through with the rewards and consequences they have started to use with children. As a result, children do not gain an understanding of what is expected of them and they are not supported to learn how to deal with their own emotions.

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

Monitoring of the nursery provision by senior management and the induction of new staff is not good enough. Leadership and management are inadequate because there are breaches in the legal requirements which significantly impact on children's well-being and learning. The new manager has started to evaluate the provision and recognises there are significant weakness in how staff plan for children's development and the teaching methods used by some of the staff team. However, there has not been sufficient time to make changes to the routine, or to the teaching and assessment of children's learning. As a result, children's individual needs are not considered sufficiently and the learning environment is not of a high enough quality to ensure children make rapid progress. Staff demonstrate a clear understanding of safeguarding and know what they need to do if they have any concerns. Although some in-house training has been provided, this has not focused on improving the quality of planning, teaching and assessment. As a result, children do not experience well planned or challenging activities.

Setting details

Unique reference number	EY467568
Local authority	Derby, City of
Inspection number	1014328
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	16
Number of children on roll	38
Name of provider	Best Start Childcare Ltd
Date of previous inspection	23 January 2014
Telephone number	07841911628

Best Start at Sinfin Nursery was registered in 2013. It operates from Sinfin Children and Young People's Centre, Sinfin, Derby and is one of three settings owned by Best Start Childcare Limited. The nursery employs four members of childcare staff. Of these, one has Early Years Teacher Status, one has a level 4 qualification in Early Childhood and Education and one member of staff has a level 2 childcare qualification. The nursery opens Monday to Friday during term time. Sessions are from 9am until 3.00pm. The nursery provides funded early education for two-, three- and four-year-old children.

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