

Risley Day Nursery

14/15 Delenty Drive, Risley, Warrington, WA3 6AP



Inspection date

Previous inspection date

10 August 2015

25 October 2011

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		Requires improvement	3
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

- Not all staff demonstrate a clear knowledge and understanding of the correct procedures to report concerns regarding the conduct of another adult, or children's welfare.
- Leaders do not always focus sharply enough on the quality and nature of staff interactions with children, when providing support for staff to reflect on their own personal effectiveness.
- Children's concentration and engagement is sometimes disrupted by how staff organise and carry out daily routines.

It has the following strengths

- Staff are skilful in involving parents in children's learning and create a variety of opportunities for parents to extend children's learning at home.
- Staff provide good support for children to promote their understanding of healthy lifestyles and making healthy choices.
- Staff have created an environment which is welcoming and well resourced. They make good use of opportunities to help children become independent and develop their self-care skills.
- Children demonstrate secure relationships with staff and seek them out for comfort and play. Staff have devised procedures to help children settle in to the nursery, with appropriate regard to their emotional well-being.

What the setting needs to do to improve further

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

- ensure that all staff have a clear understanding of reporting procedures where concerns are identified regarding children's welfare, with particular regard to raising concerns about the conduct of another adult
- increase support for staff to improve their personal effectiveness, to ensure that interactions between staff and children are appropriate and meet children's needs effectively.

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

- organise and carry out daily routines more effectively, to ensure that they do not disrupt children's concentration and engagement in activities.

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

- train staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register).

Inspection activities

- The inspector considered the views of parents spoken to during the inspection.
- The inspector met with the leadership team to discuss their self-evaluation and a range of operational documents, including policies and action plans.
- The inspector observed activities in the indoor and outdoor areas, and spoke with staff at appropriate times during the inspection.
- The inspector conducted joint observations with the deputy manager and reviewed a sample of children's learning records.
- The inspector sampled evidence of the suitability of staff and their qualifications, including paediatric first aid.

Inspector

Lauren Grocott

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff do not always promote children's needs effectively as they are not always positive role models. Staff do not always interact with each other appropriately in the presence of children or demonstrate that they have clear expectations of what children can understand. However, all children make steady progress in their learning from their individual starting points. Children who require additional support receive it promptly. Staff use opportunities from children's self-chosen play to incorporate their next steps in learning. For example, staff use questioning to extend children's imaginative play and understanding of mathematical concepts. This supports children in developing the skills required to prepare them for school. Staff have arranged the environment and resources in a way which promotes children's independence. Children demonstrate some concentration and persistence in activities that they have chosen for themselves. However, children's focus and concentration are disrupted throughout the day by the ways in which staff carry out daily routines. For example, children's listening and attention is not always well supported, when listening to stories read by staff, as other staff are completing other tasks around them.

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

Not all leaders or staff have a clear understanding of the correct reporting procedures to follow when concerned about the welfare of a child, with particular regard to the nursery whistle-blowing policy. As a result, some staff do not demonstrate the capacity to act swiftly and with appropriate regard to confidentiality, in order to protect children from harm. Children demonstrate an appropriate understanding of their own safety. Children show they can navigate space well in the outdoor area, for example, as staff encourage them to use physical play equipment safely. Staff are vigilant in ensuring that the environment is safe and suitable for children's use, as risk assessment procedures are robust. Staff obtain relevant and useful information about children's dietary requirements, preferences, skills and routines. They use this information well, to help children feel comfortable at the nursery. Staff provide clear messages about the rules of the nursery and give children specific praise to develop their understanding of good behaviour.

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

Staff interactions are not always appropriate. Staff are generally well qualified and experienced for their roles. Although leaders have implemented monitoring procedures to improve the quality of teaching, they do not have a sharp enough focus on setting expectations for staff. Leaders do not demonstrate a good enough understanding of safeguarding procedures to ensure children's safety. They regularly supervise staff and use information gathered to form action plans and to create further opportunities for professional development. Leaders reflect on the quality of the provision regularly and make some accurate suggestions regarding improvements. They make good use of information collected through observations of children and discussions with staff when

identifying priorities. The leadership team monitors the programme of activities being offered to children, to ensure that they have opportunities to progress across all seven areas of learning. The leadership team has a secure understanding of working in partnership with other providers. For example, staff use effective strategies to prepare children for the move to school. Parents report positively on the relationships their children have with staff.

Setting details

Unique reference number	EY100587
Local authority	Warrington
Inspection number	869575
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	32
Name of provider	Lisa Ann Slingsby
Date of previous inspection	25 October 2011
Telephone number	01925 828 980

Risley Day Nursery was registered in 2002 and is based in Warrington. The nursery is privately owned and managed. The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications or are studying towards them, including one with Early Years Professional status. The nursery opens from Monday to Friday for 51 weeks per year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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