

# Locking Stumps Community Day Nursery

Glover Road, Birchwood, Warrington, Cheshire, WA3 7PH



## Inspection date

21 September 2015

Previous inspection date

6 October 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Teaching is not good enough to help all children make the best progress they can in preparation for school. The manager's evaluation of the nursery has not identified this, or that safeguarding is not effective.
- Some staff do not assess children well and cannot reliably show that children are reaching typical levels in their learning and development. This also limits how well they plan activities to move children's learning on.
- Occasionally some staff have too many children in their key person groups, given their level of skill and experience. This affects how well staff meet children's learning needs.
- Sometimes staff do not help children to behave well as they do not show good manners themselves. Some staff do not help children to learn how to care for themselves, for example, dressing sensibly for bad weather.

### It has the following strengths

- Since the last inspection the manager has improved resources, and the organisation of the areas used by children. She has also improved systems to supervise staff.
- Registration time is used well to help children understand simple sign-language. Staff are very supportive to children who are being toilet-trained, with any accidents handled calmly and well. Parents are very happy with the support their children receive.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that all staff have up to date knowledge of the procedures to follow in the event of a concern about a child or a member of staff</li> </ul>	05/10/2015
<ul style="list-style-type: none"> <li>■ improve the deployment of staff so that children are provided with key persons with the necessary understanding and experience to meet their needs</li> </ul>	05/10/2015
<ul style="list-style-type: none"> <li>■ improve the quality of teaching by improving the feedback given to staff to help them to plan, organise and deliver activities which meet the individual needs of children taking part, and by improving the way staff ask questions so that they give children time to think and communicate their answers</li> </ul>	23/11/2015
<ul style="list-style-type: none"> <li>■ improve the accuracy of assessment so that all staff are clear about the progress children are making and the levels they are reaching in relation to their age and stage of development, so that staff can identify children's learning needs and provide additional support when necessary</li> </ul>	26/10/2015
<ul style="list-style-type: none"> <li>■ improve the way staff care for children and manage their behaviour by improving how staff explain their expectations for children's behaviour and model good manners, and by improving how quickly staff respond to children's care needs, and help children to learn how to keep themselves healthy.</li> </ul>	05/10/2015

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

- improve the evaluation the nursery's effectiveness so that managers and leaders have a realistic idea of the strengths and weaknesses of the setting to enable them to target their improvements on improving the quality of teaching, assessment, learning and development.

**Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning in all areas of the nursery premises.
- The inspector completed two formal joint observations with the manager, and the manager also took up the inspector's invitation to observe practice alongside the inspector for most of the inspection.
- The inspector held meetings with all staff about safeguarding, and with some staff about the progress of children in for whom they had 'key person' responsibility.
- The inspector held a meeting with the manager, and spoke to staff and children at appropriate times.
- The inspector spoke to five parents during the inspection and took account of their views.
- The inspector reviewed a sample of the setting's policies and procedures, including those supporting safeguarding.
- The inspector reviewed a sample of children's assessment records and the manager's improvement plan and one record of a support visit from the local authority.

**Inspector**

Linda McLarty

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The manager is unaware that the setting does not meet some of the requirements of the Early Years Foundation Stage, because evaluation of the setting is weak. Since the last inspection, the manager has improved the range and organisation of resources. She has strengthened systems to manage the performance of staff. She has clear plans in place to improve further. She interacts well with children and tries to be a good role model to her team. Through observation and supervision she has identified some of the staff's training needs. However, more needs to be done quickly to improve the inadequate teaching, assessment and learning. The key person system is not meeting children's needs. For example, a child identified as needing more confidence and language development was hardly spoken to during a play dough activity delivered by their key person. Other, more experienced key persons are sometimes unsure what their assessments indicate about children's progress. This means they are not able to make good any gaps in children's learning. All of the children who leave the nursery go on to attend the adjacent school. Assessment information is shared with parents and with staff in the school, which helps to smooth children's move into school. However, assessment information is sometimes unreliable. This also limits how well the manager understands the progress of different groups of children. Staff have a basic understanding of the range of harm children may experience. However, some staff are unclear of what to do in the event of a concern about a child, or about a member of staff. This limits how well they protect children.

### Quality of teaching, learning and assessment is inadequate

Some staff are unable to identify whether or not their key children are reaching levels typical for their age. They do not recognise gaps in children's learning and are unable to convincingly show how well they prepare children for school. Although staff plan some interesting activities, some staff merely supervise these rather than support children's learning. Too many staff answer their own questions immediately, which does not help children to think or express themselves. Some staff do not organise activities well. For example, a story session using recorded stories was held in an area darkened for multi-sensory play. The staff member interrupted the recorded story to ask children questions, which meant that children did not hear the story. The lack of light meant they could not follow along with the story in the book provided. Most children soon lost interest and joined the noisy play in the nearby multi-sensory cube, where children threw the light cubes about. This further disrupted the story. One child wandered aimlessly for a lot of the afternoon session, and spent too long sitting alone at a table waiting for snack time. The manager has introduced new resources to promote the children's knowledge and use of technology, as a result of identifying this as a weaker area of learning. However, some staff do not use this well. For example, a session to help children use a computer to identify letters on the screen used text which was too small for the child to see properly.

### Personal development, behaviour and welfare are inadequate

Some staff do not help children learn how to take care of their physical well-being and health. For example, they do not always ensure that children wear appropriate footwear

when playing outside in the pouring rain. They do not give a good example of choosing sensible outdoor clothing themselves. After removing a child's wet shoes, he was left in wet socks. Staff helped children to make fruit kebabs, but did not explain that fruit is good for you. The kebabs were put in a plastic bag to take home, and children ate a less healthy snack. By the time children went home some of the fruit was turning brown and soft, and less likely to encourage children to enjoy fruit. Some staff do not use 'please' or 'thank you' regularly enough to teach children good manners. Occasionally staff command rather than request children, for example, when telling children not to run in the setting. Children are developing independence skills as they help to tidy up, put on their own aprons and wash hands before snack time. Staff work well with parents to support children's care needs. They work well with external professionals to support children with additional needs.

### **Outcomes for children are inadequate**

It is not possible to identify how well all children make progress. This is because assessment is not consistently accurate and not all staff understand what their assessments are telling them about whether children reach levels which are typical for their age.

## Setting details

<b>Unique reference number</b>	315308
<b>Local authority</b>	Warrington
<b>Inspection number</b>	1023071
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Locking Stumps Nursery
<b>Date of previous inspection</b>	6 October 2014
<b>Telephone number</b>	01925 818565

Locking Stumps Community Day Nursery was registered in 1998 on the Early Years Register. It operates from a portable classroom in the grounds of Locking Stumps Community Primary School, in the Birchwood area of Warrington. The nursery employs six members of childcare staff. Of these one holds a level four childcare qualification, three hold childcare qualifications at level three and two members of staff are unqualified. The nursery opens Monday to Friday, term time only. Sessions are from 8.45am until 11.45 and from 12.30 until 3.30pm. Children can also attend a lunch club from 11.45 until 12.30. The nursery provides funded early education for two-, three- and four-year-old children, including additional funding for children in receipt of the Early Years Pupil Premium.

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