

# The Children's Room Day Nursery Wendover



Bacombe Lodge, 7-9 South Street, Wendover, Aylesbury, Buckinghamshire, HP22 6EF

<b>Inspection date</b>	25 August 2015
Previous inspection date	1 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- At times, there are insufficient staff in the baby room to ensure babies are safe and that their individual needs are met.
- Children do not learn the importance of good hygiene and staff fail to prevent the spread of infection.
- The quality of teaching is variable. Some activities are too adult directed and provide little challenge. As a result, children do not show a sense of achievement.
- Leaders do not monitor staff performance carefully to ensure they follow the nursery's procedures and provide good-quality learning opportunities.

### It has the following strengths

- Children receive healthy and nutritious meals that are freshly cooked on the premises.
- Staff promote children's communication and language development well.
- There are warm relationships between the staff and children.
- Parents have a positive view of the nursery and are pleased 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:**

- ensure staff are effectively deployed to keep children safe at all times and so their individual needs can be met
- take steps to promote children's good health and prevent the spread of infection, and help children understand the importance of good hygiene as part of keeping themselves healthy
- improve the quality of teaching to ensure all activities promote a positive attitude to learning, are challenging, and help children make good progress in all areas of learning
- monitor staff performance more closely to ensure they follow procedures, and identify training needs to enable staff to offer good-quality learning experiences for all children.

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

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed children playing indoors and out.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at a range of documents, including policies and procedures, and children's records.
- The inspector held discussions with the deputy manager.
- The inspector spoke with parents to obtain their views of the nursery.

### **Inspector**

Fran Fielder

## Inspection findings

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

The quality of teaching is variable. For example, sometimes staff concentrate on completing an activity with each child rather than interacting with children to make sure there are good learning opportunities. During a painting activity, children's hands were painted by staff who then told children where to put their hand prints on paper in order to make a butterfly. However, children do have other opportunities to freely access materials and enjoy painting, drawing and mark-making. Children learn important social skills, such as sharing and taking turns, while playing board games. During child-led activities, staff talk to children about what they are doing. This helps develop children's communication skills.

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

Staff create a homely environment, where children can access all resources. Children develop good relationships with staff, who are kind and caring. However, babies are not always carefully supervised because staff carry out routine cleaning tasks, leaving insufficient staff to support babies and keep them safe. Most children are confident and many are independent, which helps prepare them for the move to school. However, some staff complete tasks for children that they can manage alone. For example, staff pour drinks for children at mealtimes. Children behave well because staff are consistent and provide explanations for requested behaviour. Staff do not encourage children to wash their hands properly after painting and allow them all to use the same towel to dry their hands. This does not prevent the spread of infection or teach children the importance of good hygiene.

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

Although leaders understand the requirements of the Early Years Foundation Stage, systems to monitor staff performance are not effective in ensuring that correct procedures are followed at all times. This means some children do not receive the care and support they need to keep them safe. Monitoring of the quality of teaching has not yet ensured that teaching is consistently good. Staff have regular supervision meetings and receive some support to improve practice, such as how to make effective observations of children's achievements. Staff have a sound understanding of child protection and know what to do if they have any concerns about a child in their care. Self-evaluation identifies areas for development but currently focuses mainly on improvements following a recent accident. Parents receive daily feedback on what their children have achieved. Staff provide some guidance for parents on activities they can do at home to help children progress.

## Setting details

<b>Unique reference number</b>	140900
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1022457
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	71
<b>Number of children on roll</b>	107
<b>Name of provider</b>	Wallington Childcare Ltd
<b>Date of previous inspection</b>	1 August 2013
<b>Telephone number</b>	01296 624889

The Children's Room Day Nursery Wendover is privately owned. It registered in 1998 and operates from a period house in Wendover, Buckinghamshire. There are three separate enclosed play areas in which children can play. The nursery is situated near the town centre. It is open each weekday from 8am to 6.30pm for 51 weeks of the year. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with special educational needs and/or disabilities and also children who are learning English as an additional language.

There are 20 members of staff who work with the children, all of whom hold appropriate early years qualifications. The manager has Early Years Professional Status and another member of staff has a degree in early childhood studies. There are two kitchen staff and a handyman. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

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