

Crigglestone Day Care

Crigglestone Nursery School, High Street, Crigglestone, WAKEFIELD, West Yorkshire, WF4 3EB



Inspection date

Previous inspection date

25 February 2016

8 August 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	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

- The provider has not successfully tackled all significant weaknesses in practice. Systems to monitor teaching and oversee the delivery of the educational programmes are not robust. Training for staff who work with children under two years is not sufficiently targeted to improve the quality of teaching for this group in particular.
- Staff deployment is ineffective. Children under two years of age are not adequately supervised. This compromises their safety and welfare and means their care and learning needs are not met. Progress checks for children between the ages of two and three years are not always completed.
- Organisation of space and equipment is poor. Children under two years are frequently restricted to one small room that is inadequate for their needs. They have few opportunities to independently explore and become absorbed in play. They are not always adequately stimulated.
- The key-person system is unsuccessful. Staff do not always know which children they are responsible for. Information about children's care and learning is not shared. As a result, staff do not know enough about children to support their individual needs.
- There are no effective systems in place for sharing information about children's progress with the local nursery school.
- Partnerships with parents are not robust. Not all parents feel well informed about the progress their children are making.

It has the following strengths

- Older children's developing independence is promoted in readiness for the move to school.

What the setting needs to do to improve further

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

	Due Date
■ ensure staff are deployed effectively, so that all children are adequately supervised and their safety and welfare needs are met	26/03/2016
■ organise the premises and equipment in a way that meets the needs of children and make sure the space requirements for those under the age of two years are adhered to	26/03/2016
■ support staff to undertake appropriate professional development opportunities to ensure they offer quality learning and development experiences that continually improve	26/03/2016
■ improve the key-person system, so all staff know which children they are responsible for and information about children's care and learning needs is appropriately shared between staff	26/03/2016
■ implement effective partnerships with parents to ensure they are provided with information about their children's progress and are included in planning for their future learning	26/03/2016
■ ensure the progress checks for children aged between two and three years are completed and that a written summary is provided to parents	26/03/2016
■ support staff to use the information they gather about children's development to plan stimulating activities, so that each area of learning and development is implemented through purposeful, well-planned play that takes into account children's interests, stage of development and preferences for learning.	26/03/2016

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

- develop effective partnerships with other settings children attend to promote continuity in care and learning experiences.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager, who is also the provider. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Children under the age of two years are not well supervised at all times. While there are sufficient staff to meet ratio requirements, they are not always deployed effectively. This means children's safety and welfare are compromised. Equipment is not suitably organised and the space requirement for the under twos is frequently not adhered to, limiting children's ability to play and move around freely. Staff can identify the signs and symptoms that indicate a child might be at risk from harm or abuse. They understand the procedures to follow if they have concerns about a child. The provider has not addressed some key weaknesses in practice identified at the last inspection. However, the nursery is working with the local authority to improve practice, indicating a commitment to drive the setting forward. Most staff hold relevant qualifications but not all demonstrate a secure understanding of how children learn. The standard of teaching for the youngest children is poor. Staff access some training and have appraisals but these do not focus enough on improving the quality of teaching for all children. There are no effective systems for sharing ongoing information about children's learning with the school nursery. Therefore, continuity for children who attend more than one setting is not promoted.

Quality of teaching, learning and assessment is inadequate

Some staff have a poor knowledge of how to promote children's learning and development. Activities for children under the age of two years are not always planned well to take into account their interests, abilities or preferences for learning. Staff do not provide appropriate opportunities for children to explore and make choices about their play. Children are often not engaged or motivated to learn. Staff complete some assessments of children's progress. However, parents are not always aware of what their children are learning. Not all parents are supported to be involved in monitoring their children's learning or feel that they are encouraged to share their opinions and suggestions. Progress checks for children aged between two and three years are not always completed. This means there is not enough information about children's progress, in order to plan successfully for their future learning. Children in the two-year-old room and pre-school room enjoy activities that reflect their interests. They share their ideas during their play and develop early mathematical and literacy skills. Children enjoy reading stories together and develop their understanding of size, shape and numbers. Staff ask them questions that help them to think critically and solve problems. However, information about children's development is not shared between staff. Consequently, some staff do not have enough knowledge about children's level of attainment, in order to challenge them and promote their good progress.

Personal development, behaviour and welfare are inadequate

Failures in staff deployment, poor organisation and an ineffective key-person system mean the care and learning needs of the youngest children are not consistently met. Children are not supported to build secure relationships with their key person. Staff do not always know who their key children are and when others are on leave. Also, information is not shared, so that other staff are able to meet children's individual needs. However, parents

comment that staff are friendly and caring. Staff show children how to behave towards others. They help children to understand the nursery rules and expectations for behaviour are clear. Children have access to the outdoors and enjoy playing in the fresh air. Children enjoy a suitable range of healthy snacks and nutritious meals. Feeding routines for babies are suitably supported. Older children meet most of their personal care needs independently. This helps to prepare them for the eventual move to school.

Outcomes for children are inadequate

Children under the age of two years do not make good progress from their starting points. Disabled children, those with special educational needs and children who have English as an additional language enjoy appropriate levels of support. For these children, the gaps in their development are narrowing. Children develop some of the skills they need for school. They are taught to use good manners and play cooperatively. Pre-school children learn about diversity and begin to understand some of the things that make them unique.

Setting details

Unique reference number	EY458824
Local authority	Wakefield
Inspection number	1028513
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	54
Number of children on roll	125
Name of provider	Crigglestone Day Care Limited
Date of previous inspection	8 August 2013
Telephone number	01924 303290 Opt 2

Crigglestone Day Care was registered in 2013. The nursery employs 21 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above, including the deputy manager who holds Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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