

Oakwood Nursery School

Beaconsfield School, Wattleton Road, Beaconsfield, Buckinghamshire, HP9 1SJ



Inspection date

22 March 2016

Previous inspection date

22 May 2015

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

- The owner/manager lacks the skills needed to raise standards in this failing nursery. Insufficient improvement has been made. Practice has declined. Breaches in requirements, including Childcare Register requirements, compromise children's welfare.
- The owner has a very poor understanding of safeguarding matters, safe recruitment and how to check staff's initial and ongoing suitability. Staff do not understand or follow safeguarding policies. There is confusion about who is the designated person for safeguarding. The staff are unclear about their roles and responsibilities.
- Not all records required for the safe management of the provision are maintained effectively. Children's and staff's records lack information, and staff do not maintain an accurate record of attendance. A qualified first aider is not always on site, as required.
- Staff practice and the effectiveness of the key-person system are not monitored successfully. There is a lack of targeted support to improve the quality of teaching.
- Children, including those who are learning English as an additional language and those who have special educational needs, do not benefit from targeted teaching and do not make adequate progress.
- Staff fail to use observation, assessment, planning and partnership working effectively to help children in their learning. Some staff use weak teaching and care methods that are not suited to the emotional and learning needs of young children.

It has the following strengths

- The cook produces suitable meals that children enjoy.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

Due Date

- | | |
|---|------------|
| ■ ensure staff are alert to safeguarding issues and able to implement procedures to safeguard children that are in line with the guidance and procedures of the Local Safeguarding Children Board | 08/04/2016 |
| ■ train all staff to understand safeguarding policy and procedures, enabling them to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way | 08/04/2016 |
| ■ ensure that a current practitioner is designated to take lead responsibility for safeguarding children and that they have attended a child protection training course so that they can provide advice and guidance to other staff on an ongoing basis, and on any specific safeguarding issue as required | 08/04/2016 |
| ■ ensure there is a manager in place who is qualified and capable to fulfil the requirements of the role | 26/04/2016 |
| ■ implement effective recruitment procedures to check staff suitability; gather full and relevant information about previous employment history and check references, and keep records of checks completed | 08/04/2016 |
| ■ keep a record of Disclosure and Barring Service checks completed for staff, including the reference number, the date a disclosure was obtained and details of who obtained it | 08/04/2016 |
| ■ ensure that a Disclosure and Barring Service Check is obtained in respect of any person aged 16 or over who works directly with children | 08/04/2016 |
| ■ ensure at least one person who has a current, relevant first aid qualification is on the premises and available at all times when children are present | 08/04/2016 |
| ■ implement effective induction and staff supervision to ensure that all staff are suitable to fulfil the requirements of their roles, and understand their responsibilities | 26/04/2016 |
| ■ ensure staff are aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children | 08/04/2016 |
| ■ monitor ongoing staff practice to identify weaknesses in teaching and provide staff with targeted professional development to improve their teaching skills | 26/04/2016 |
| ■ ensure that the key-person system is effective so that staff know their key children well, including any information pertaining to their home language, and that children's care is tailored to meet their | 26/04/2016 |

individual needs

- ensure that children's behaviour is managed in an appropriate way that respects their needs and supports their self-esteem; with particular regard to the manner in which toileting accidents are dealt with 08/04/2016
- implement effective arrangements that have regard for the Special Educational Needs Code of Practice, to support disabled children and those who have special educational needs 26/04/2016
- maintain a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person 08/04/2016
- ensure an effective two-way flow of information takes place between staff, parents, and any relevant professionals, to promote continuity of children's care and support for their learning 26/04/2016
- ensure children's records include information about any other person who has parental responsibility for the child and which parent(s) and/or carer(s) the child normally lives with 08/04/2016

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

- | | Due Date |
|---|-----------------|
| ■ ensure that staff use observation and assessment effectively to accurately identify children's starting points in learning and to effectively plan for the next steps in children's learning | 26/04/2016 |
| ■ consider the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience that covers all of the areas of learning and development | 26/04/2016 |
| ■ monitor the educational programmes effectively to identify and target weaker aspects of children's learning, to improve outcomes for all children | 26/04/2016 |
| ■ take reasonable steps to provide opportunities for children whose home language is not English to develop and use their home language in play and learning, supporting their language development at home | 26/04/2016 |

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at samples of children's assessment folders and records, and a range of other documentation.
- The inspector spoke with the staff, children and parents at appropriate times throughout the inspection.
- The inspector met with the owner/manager and senior staff.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The owner/manager fails to follow robust recruitment and vetting procedures to ensure staff's initial and ongoing suitability. For example, she does not always seek references, and staff do not know that they must inform the owner of anything that may affect their ongoing suitability. Staff are unaware of the signs that indicate a child may be at risk of harm. They are unclear of what to do in the event of any concerns about a child's welfare. Induction arrangements are poor. Some staff have not received any induction, and one member of staff is unaware that they had been allocated the role of deputy. The owner lacks understanding of statutory requirements and the importance of effective monitoring. No meaningful self-evaluation takes place across the nursery. The owner does not recognise aspects of teaching and practice that require significant improvement. She does not target training effectively to help staff meet children's care and learning needs.

Quality of teaching, learning and assessment is inadequate

Staff do not gather sufficient information from parents and others involved in children's development. They do not use observation well enough to understand where children are in their learning. Planned activities do not build on what children know and can do. Staff do not accurately assess children's progress or take account of children's interests and preferred learning styles. Activities do not offer the right level of challenge to help children make progress. Staff often interrupt children's chosen play by insisting that they take part in activities, such as handwriting. Staff do not give enough support to children who are learning English as an additional language, and those with speech delay. Staff do not follow advice from professionals involved in children's learning. Parents do not receive accurate information about their children's progress.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised by the weaknesses in safeguarding practice and the failure to ensure that there is always someone appropriately qualified in first aid on site. Key-person arrangements are ineffective. Staff's failure to meet children's emotional needs has a negative impact on children's confidence and self-motivation. Some staff do not know children's learning needs or gather information from parents about children's home languages. Staff do not help children to develop their independence. Staff often complete tasks for children that they are capable of doing. Staff do not always deal with toileting accidents sensitively. Children are taken to the owner who reprimands them. Such action causes unnecessary distress and has a detrimental impact on children's self-esteem. Some staff ignore children when they voice their opinions, damaging children's self-esteem. Staff do not effectively teach children how to keep themselves and others safe. Children enjoy using the outdoor area, although the owner and staff do not make full use of the space and resources available there.

Outcomes for children are inadequate

Children make insufficient progress in their learning and development. The inflexible routine has a negative effect on children's play and enjoyment. Children do not settle

quickly, and they struggle to make their needs known. They do not engage in activities and are not motivated to learn. Children do not develop vital communication and social skills to assist their future learning and preparation for school.

Setting details

Unique reference number	EY367982
Local authority	Buckinghamshire
Inspection number	1016456
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	44
Number of children on roll	17
Name of provider	Audrey Morriss
Date of previous inspection	22 May 2015
Telephone number	01494 670851

Oakwood Nursery School registered in 2008. It is based within the grounds of Beaconsfield School, in Beaconsfield, Buckinghamshire. The nursery is open five days a week from 9am to 3pm, during term time only. Seven staff work with the children, of whom four staff hold appropriate early years qualifications. Three members of staff have Qualified Teacher Status and another holds a degree in early years. The nursery does not offer funded places.

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Piccadilly Gate
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