

# Providence Day Nursery

Providence Street, Elland, Halifax, HX5 9DL



## Inspection date

14 April 2016

Previous inspection date

17 May 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of a change of manager.
- Managers do not ensure that all training undertaken by staff is fully understood to inform their professional practice.
- At times, staff are engaged in routine tasks which take them away from the children. This impacts on the quality of teaching and disrupts children's learning.
- Practices to supervise and train staff are not sharply focused on developing staff's interactions and raising the quality of teaching.
- Staff do not gather enough information from parents about children's achievements and learning at home. This means that they cannot use this information to plan precisely for children's learning, in order to accelerate their progress.

### It has the following strengths

- Children are very confident, happy and settled. They are provided with good opportunities to acquire self-help skills and be independent.
- Partnerships with other settings and schools are strong. Accurate information is exchanged to promote consistency in care and learning.
- Environments are well planned and stimulating. Resources are organised well and children access them freely to support their play.
- Staff monitor children's progress closely and managers review data to help identify any gaps in learning.

## 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 embed and retain information from recent training. 26/05/2016

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

- develop the organisation of routines to ensure that they do not have a detrimental effect on children's learning
- focus more precisely on improving staff's teaching skills to raise the quality of teaching
- gather more information from parents about children's learning and achievements at home, to plan precisely for their learning.

## Inspection activities

- The inspector observed the quality of teaching during activities in all playrooms and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the manager, one specifically to look at practice in the pre-school room.
- The inspector looked at recruitment procedures, suitability of staff, children's assessment records and a sample of policies.
- The inspector held a meeting with the management team and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

## Inspector

Susie Prince

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has failed to inform Ofsted of changes to the person managing the setting, which is an offence. However, this does not have a significant impact on children's welfare. This is because recruitment procedures are robust and the temporary manager has been fully checked and vetted. The arrangements for safeguarding are effective. Staff know how to refer concerns about children's welfare and the premises are safe, secure and hazard free. However, although managers supervise and monitor staff, they do not always ensure they retain and understand information from training. Furthermore, these practices are not yet meticulously focused on raising the quality of teaching. As a result, some staff are less effectively equipped with the skills to stretch, challenge and guide children in their learning. Managers are suitably qualified and demonstrate the capacity to improve. They regularly review and evaluate practice and take account of the views of the service users.

### **Quality of teaching, learning and assessment requires improvement**

There are inconsistencies in the quality of teaching. At times, the pre-school room is chaotic and noise levels are high. This impacts on children's ability to concentrate and engage in purposeful learning. Observation and assessments are used effectively throughout the setting to plan for children's future learning. Staff have good relationships with parents and keep them well informed of children's progress. However, they do not obtain enough information from them about children's learning at home to plan precisely for their learning. Overall, children are making good progress in their learning and development. They participate in a good range of activities. For example, babies investigate their surroundings confidently and explore interesting items, using their senses. Children manipulate dough and handle a wide range of tools safely. They complete puzzles and are supported well to solve problems independently.

### **Personal development, behaviour and welfare require improvement**

Staff are generally deployed effectively and staffing ratios are consistently met. However, at times, routine tasks, such as toileting, mean that it is difficult for the staff who are left in the room to fully meet the needs of all children. Staff are friendly and know children well. Children behave well and play cooperatively with others. They have regular opportunities to play outside and engage in physical exercise and dance. They are provided with nutritious meals and follow good hygiene routines to promote their health.

### **Outcomes for children require improvement**

Children are not consistently supported to make the best possible progress in their learning. For example, story time in the pre-school room is not organised well enough to promote children's good concentration, listening and literacy skills. On occasions, staff miss opportunities to extend children's knowledge and skills further. Despite this, overall, children are developing skills in readiness for school. They are very confident and demonstrate friendly behaviour to others. Babies babble in response to staff's interactions and older children are confident communicators.

## Setting details

<b>Unique reference number</b>	EY250298
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	848361
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Providence Day Nursery Limited
<b>Date of previous inspection</b>	17 May 2011
<b>Telephone number</b>	01422 379300

Providence Day Nursery was registered in 2010. The setting employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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