

# The Village Nursery and Pre-school

384 Stockport Road, Gee Cross, Hyde, Cheshire, SK14 5RY



<b>Inspection date</b>	17 May 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
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 manager does not ensure that staff-to-child ratios are met. Furthermore, staff are not deployed well during staff breaks. This compromises children's safety.
- The key-person system is not always effective. Some staff do not have a good understanding of their key children so that they are able to meet their individual needs and support them to make the best possible progress.
- The procedures for supporting new children to settle well and have a smooth move between rooms within the nursery are not effective.
- Younger children are not supported to make adequate progress in the most important areas of development.
- A large proportion of the staff are highly qualified. However, this is not reflected in practice as the quality of teaching across the nursery is too variable.
- Some staff do not regularly complete assessments of children's learning so that they have accurate information to plan activities based on what children need to learn next, offer them challenge and help them develop a thirst for learning new skills.
- Leaders and managers have failed to identify significant weaknesses in practice. These weaknesses do not support good outcomes for all children.

### It has the following strengths

- Children arrive positively, ready to play and socialise with their friends.
- Partnerships with parents and supporting agencies are in place. This helps children who require additional support to gain the required interventions needed.

## 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:

	<b>Due Date</b>
■ ensure staff-to-child ratios are maintained at all times	01/06/2016
■ ensure staff are deployed effectively at all times	01/06/2016
■ ensure the key-person system is effective so that children's individual care and learning needs are met, including being available during the settling-in process so they can become familiar with the child and build strong relationships with their parents	07/06/2016
■ provide children with a range of opportunities to build a secure foundation in their communication and language development, personal, social and emotional development, and physical development	30/06/2016
■ complete assessments in a timely manner so that children receive play experiences that are tailored to what they need to learn next, offer good levels of challenge and support them to develop a thirst for learning	30/06/2016
■ ensure any weaknesses in practice are highlighted and addressed to bring about significant improvements in staff's teaching and overall practice.	30/06/2016

## **Inspection activities**

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences with key staff.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation with regard to children's safety and welfare, including child and staff attendance registers. They discussed the arrangement for key persons and deployment of staff during certain times of the day.
- The inspector discussed the manager's procedure for self-evaluation, and looked at evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

### **Inspector**

Joanne Parrington

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The inspection was prioritised following concerns raised to Ofsted about children's safety, welfare and well-being. This was with particular regard to staff-to-child ratios not being maintained and the deployment of staff during break times. The inspection found that the nursery does not always meet legal requirements. The manager does not ensure that staff-to-child ratios are maintained during parts of the day, particularly when staff have lunch breaks and when some staff end their shift. Furthermore, staff are not well deployed during these times to ensure children's safety is assured, as some of the staff also leave the building during the lunch break. Therefore, there are not always enough staff on the nursery site to effectively manage an emergency situation. Therefore, the arrangements for safeguarding are not effective. Leaders and managers have failed to identify the significant weaknesses in practice and the impact these have on outcomes for children overall. That said, the manager is a passionate leader who demonstrates a commitment to work with the registered provider to ensure the weaknesses are addressed at the earliest opportunity. Staff receive guidance and support from well qualified and experienced senior management, but this has had little impact on ensuring they deliver strong, consistent teaching and learning for all children.

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

Younger children are not supported to make good progress in their communication and language development, personal, social and emotional development and physical development, so they begin to build a solid foundation for their future learning. Activities that staff provide are not age and stage appropriate. This leads to children being disengaged, which has a negative impact on their learning. For example, staff get very young children to sit and take part in a circle time singing session that lacks enthusiasm and teaching strategies to engage them. Teaching is too variable across the nursery. However, there are aspects of some teaching where interaction is warm and positive and some learning does take place. Some key persons do not have an accurate knowledge of what their key children need to learn next as they have not carried out up-to-date assessments to help guide them in planning activities to build on children's learning.

### **Personal development, behaviour and welfare are inadequate**

Concerns were also raised to Ofsted about children's emotional well-being during the settling-in period and the effectiveness of the key-person arrangements. The inspection found that the key-person system is not always effective. Some key persons have a poor knowledge of their key children, do not know the stages of development children are working within and are unable to plan activities to build on their learning. Settling-in procedures, although in place, are not well managed by the management team or used by the staff. Opportunities to spend quality time with new parents and their child, to gather a wealth of knowledge prior to them starting, are not fully considered. This means key persons are unable to begin to provide tailored care and learning at the earliest opportunity. Internal moves from room to room again have procedures in place but these are not robustly carried out by staff. Information is not shared at the earliest opportunity for the new key person to continue children's learning and development. Children are

supported to learn about making healthy lifestyle choices and enjoy the extensive areas outdoors. They have good opportunities to be physically active and enjoy the well balanced home-cooked meals.

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

Weaknesses identified in practice do not support young children to begin to build a secure foundation in their learning and development, so that they can have successful learning later. There are times when some learning does take place and older children benefit from activities, such as small-group phonetic work, to help them gain some skills that they will use when they go to school. Children do arrive positively and are building their confidence. They develop their independence skills as they begin to manage aspects of their self-care routines.

## Setting details

<b>Unique reference number</b>	EY478648
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1051308
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	98
<b>Number of children on roll</b>	177
<b>Name of registered person</b>	GEE CROSS VILLAGE NURSERY AND PRE-SCHOOL
<b>Registered person unique reference number</b>	RP904965
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07769296096

The Village Nursery and Pre-school was registered in 2014. The nursery employs 27 members of childcare staff including the registered provider and manager. Of these, 12 hold appropriate early years qualifications at level 2 or 3, and seven hold higher qualifications up to level 6. The nursery also employs management staff who have early years professional status and qualified teacher status. The nursery opens from, Monday to Friday all year round, except from bank holidays and a week during the Christmas period. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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