

Skools Out & Skools Inn

419 Poulton Road, Fleetwood, Lancashire, FY7 7JY



Inspection date	30 June 2016
Previous inspection date	12 June 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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

- Staff do not have a robust knowledge of effective safeguarding practice and are unsure of the appropriate authorities they must contact should they be concerned about a child's welfare.
- Staff do not provide a written record of every time they administer medication to children.
- The identification of children's next steps in learning and assessment of their progress are not accurate enough. Therefore, planned activities do not always promote children's learning effectively.
- Processes for evaluating the setting are not yet robust enough to ensure that all weaknesses are identified and addressed.

It has the following strengths

- Positive interactions are in place between children and staff. Staff regularly praise children, who are settled in the nursery environment.
- Children access the outdoors every day, which helps them to lead a healthy lifestyle.

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
<ul style="list-style-type: none"> ■ ensure that all staff understand the safeguarding policy and procedures and have up-to-date knowledge of safeguarding issues 	22/07/2016
<ul style="list-style-type: none"> ■ ensure that a written record is completed each time medication is administered to a child 	08/07/2016
<ul style="list-style-type: none"> ■ improve staff knowledge of how to observe and assess children's progress in order to better understand their individual levels of achievement and identify their interests and learning styles; use this information to accurately plan for the next steps in their learning and development, so that children make consistently good progress. 	29/07/2016

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

- focus self-evaluative practice precisely on identifying all areas of weakness, so that these are addressed in a timely manner.

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 two joint observations, one with the manager and one with the provider.
- The inspector held a meeting with the provider and the manager. She looked at relevant documentation, such as training records, policies and procedures, risk assessments and evidence of the suitability of staff working in the group.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. Robust safeguarding procedures are not in place. Staff are unsure of the authorities they must contact should they be concerned about a child's welfare and they do not have a good knowledge of updated safeguarding information. In addition, staff do not provide a written record of every time they administer medication to a child. Systems for the selection and recruitment of staff are in place. Staff attend supervision sessions, some training opportunities and staff meetings. Staff undertake some self-evaluative practice. For example, they discuss issues at staff meetings. However, processes are not yet stringent enough to identify all areas of weakness. Processes for assessment are weak. Gaps in children's development are not always identified, and when they are, they are not always supported well. Partnerships with other professionals, such as teachers, are in place to help support children's individual needs.

Quality of teaching, learning and assessment is inadequate

Staff have a limited understanding of the learning and development requirements of the early years foundation stage. They undertake some observations of children as they play. However, the information gained from these does not identify ways in which children's next steps in learning can be supported. Planned activities do not always meet the needs of children, as they do not always provide appropriate challenge to support children's age and stage of development. Procedures for assessment are weak. This means that staff cannot identify gaps that may be present in children's learning and development. Partnerships with parents are in place. Staff are aware of children's care needs and information is shared through regular verbal feedback.

Personal development, behaviour and welfare are inadequate

Children's welfare is not sufficiently promoted, as staff's understanding of effective safeguarding procedures and practice is not robust. However, interactions between children and staff are, in the main, positive. Staff promote positive behaviour through praising children and giving them gentle reminders of expectations, such as walking around the nursery. Staff promote children's independence skills by giving them choices and supporting them to use the bathroom independently. Children's physical well-being is promoted through daily outdoor play, healthy snacks and activities, such as swimming sessions. Partnerships are in place with local schools. Teachers are invited into the nursery to meet with staff and observe children as they play. This helps children prepare for the move to school.

Outcomes for children are inadequate

In general, all children are progressing within the range of development that is typical for their age. However, children's achievements are not accurately assessed and they are not sufficiently challenged to make good, or better than good, progress. Children enjoy the activities at nursery. They are independent and confident to make their own decisions during play. Children listen to staff and understand behaviour expectations. However, they are not as well prepared as they could be for the next stage in their learning.

Setting details

Unique reference number	EY435146
Local authority	Lancashire
Inspection number	853602
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 - 4
Total number of places	30
Number of children on roll	55
Name of registered person	Mandy Jane Woolford
Registered person unique reference number	RP514973
Date of previous inspection	12 June 2012
Telephone number	07748119824

Skools Out & Skools Inn was registered in 2011. The nursery employs 12 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3 or above. The nursery opens from Monday to Friday, during term time only. 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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