

# Playschool Nursery St Albans



Playschool House, Alma Road, St Albans, Hertfordshire, AL1 3AR

<b>Inspection date</b>	1 August 2016
Previous inspection date	14 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Staff's knowledge of safeguarding procedures is variable. A few staff are not familiar with recent government guidance to protect children, although, they have a more secure awareness of child protection procedures in relation to abuse. Children's safety is compromised as not all risks and hazards are identified. Staff fail to take immediate action to minimise identified risks.
- The management team does not ensure that staff implement policies and procedures to prevent the risk of cross-infection in the toileting areas. Some staff do not monitor or promote children's hygiene routine, in order to manage their personal needs.
- The quality of teaching is variable across the nursery. Not all staff in the baby room have a good knowledge of how to support babies to develop their self-care during mealtimes. The positioning of babies during mealtimes does not promote opportunities for them to interact and build relationships with others.
- Despite staff receiving regular supervision meetings to help them improve the quality of their teaching, the management team has failed to identify some weaknesses in teaching across the nursery. Staff do not effectively help older children to manage their behaviour appropriately in large-group situations.
- Opportunities for parents to support and share information about their children's learning and development at home are not fully explored.

### It has the following strengths

- Children enjoy learning about the occupations of builders and architects, as they observe the evolving construction of a building next to the nursery.

## 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 that all staff are alert to any indications that a child may be at risk of harm, in line with current legislation	01/10/2016
■ ensure that the premises and equipment used for the purposes of childcare are safe and suitable	15/08/2016
■ implement effective measures to prevent the risk of cross-infection, and ensure that these are understood and followed by all staff	15/08/2016
■ ensure that children develop an appropriate awareness of the importance of a good hygiene routine to support them in managing their personal needs	15/08/2016
■ ensure that all staff working within the baby room have a secure understanding of how to promote babies' self-care and independence	15/08/2016
■ ensure that babies are able to interact and build relationships with each other	15/08/2016
■ ensure that effective arrangements are in place to monitor and address weaknesses in the quality of teaching across the nursery	01/10/2016
■ ensure that staff consistently respond to individual children's emerging needs and interests	15/08/2016
■ ensure that older children's personal, social and emotional development is supported in large-group situations.	15/08/2016

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

- extend the communication with parents, exploring ways for them to share information about their children's learning and development at home.

## Inspection activities

- We carried out this inspection, as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to staff and children at appropriate times throughout the inspection and viewed children's observation and assessment records.
- The inspector viewed the suitability of all areas used by children.
- The inspector completed a joint observation with the one of the deputy managers.
- The inspector held a meeting with the deputy manager and spoke to the provider on the telephone. She looked at relevant documentation, such as the nursery's policies and procedures and risk assessments.
- The inspector viewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider has a poor understanding of their responsibility to meet the requirements of the early years foundation stage. The arrangements for safeguarding children are not effective. Despite being recently briefed, a few staff are not able to demonstrate an awareness of recent government guidance to protect children from harm. However, staff do have knowledge of the signs and symptoms of abuse and how to report any concerns about children. Staff conduct some risk assessments of the areas used by children. However, these are not effective. Consequently, children's safety is compromised. On the day of inspection, children were able to access a data cable that was not fully secured to the wall in the younger children's dining area. Furthermore, in the same area worn foam tubing on the wooden seating area exposed sharp staples. Children were able to access the plastic bin in the younger children's base room which is broken in several places, exposing sharp edges. Long handled brooms were not safely secured out of reach of children in the babies' and younger children's areas. A rest bed was left leaning unsecured in an upright position in the pre-school room. Despite these hazards being brought to the attention of staff during the inspection, they failed to take prompt and effective action to minimise the risks to children. Staff receive induction training to help them understand their roles and responsibilities. The provider also makes them aware of the policies and procedures in place. Playroom floors are reasonably clean. However, the provider does not ensure that staff implement health and safety procedures to prevent the risk of cross-infection. At the inspection, it was noted that not all potties were cleaned after being used by children. Some of these contained the remains of other children's urine and faeces. The rim of the toilet training seat used by younger children was not clean. In the pre-school room toilet seats were not clean, and children had access to dirty toilet brushes left in their containers with a significant amount of dirty water. Furthermore, staff allowed children to play with toy cars in one of these toilet cubicles. This does not protect children's health. Staff wear disposable gloves when supporting children to use the toilet. Staff also wear disposable gloves when handling food. On the day of inspection, they failed to dispose of their food handling gloves in a hygienic way, leaving them exposed on the top of a full bin of general rubbish. The provider and staff identify some areas for improvement to help the continuous improvement of the nursery. However, self-evaluation is not effective in identifying and prioritising weaknesses to meet all requirements. Staff attend some training and receive regular supervisions meetings. However, the provider and management team have failed to identify some weaknesses in teaching in the baby room and the pre-school room. This means that opportunities for staff to continue to develop their knowledge and raise the quality of teaching to a good enough standard are not secure. The management team monitors children's progress in all areas of learning, including specific groups of children. This helps them to identify any gaps in children's learning.

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

Despite the well-qualified staff, the quality of teaching is variable across the nursery. Babies' development of their independence and self-care skills during mealtimes is not consistently promoted. Not all staff understand the importance of, or provide them with

opportunities to practise feeding themselves. Staff generally support their communication and language skills. They introduce them to new words, as babies enjoy sharing their chosen books with them. Staff's genuine praise and interest in younger children's achievements motivates them to solve problems. They remain engaged in activities for long periods of time, considering their young age. They work out, through trial and error, how to connect bricks together and use number names to count them. Older children enjoy catching and counting raindrops on their tongues outdoors. They learn the meaning of camouflage and explore how magnifying glasses work. However, some staff do not respond to children's needs and interests. For example, they do not support them to find a suitable tool to remove dough from a shaped cutter, or ensure planned activities are stimulating to maintain their interest. Staff keep parents informed about their children's progress. However, they are yet to explore ways for parents to share information about their children's learning and development at home.

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

The provider's poor knowledge of requirements compromises children's safety and well-being. Staff do not provide older children with clear consistent boundaries in large-group situations. At inspection, the move from the outdoor area to their base room is a disorderly and lengthy process. The room leader resorted to raising her voice to be heard above the children, although most children ignored her. As they eventually lined up, children did not listen and some began pushing each other. Once back in the base room, large-group time continued to be disorderly and the room leader continued to raise her voice. This does not provide children with a positive role model. Children rolled around on the floor, left the group and were distracted by nearby activities. Babies have minimal opportunities to interact and build positive relationships with each other at mealtimes. During the inspection, they were positioned in their highchairs back to back, unable to see each other. Children do not gain an understanding of the importance of a good hygiene routine, particularly after using the toilet or washing their hands before eating. Staff do not effectively monitor older children to ensure they wash their hands after using the toilet. However, staff identify those children who need help with wiping their noses. Children enjoy nutritious meals and snacks freshly prepared on site in the clean and hygienic kitchen. Children form secure relationships with their key person which helps to foster their emotional security. Babies respond well to their key person's reassuring cuddles. Younger children settle down to sleep as their key person gently strokes their head and sings to them. The inviting outdoor area provides all children with good opportunities to develop their physical capabilities. Younger children grow in confidence as they practise new skills, such as climbing the ladder to the large slide.

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

Children are not making good enough progress from their individual starting points. They are making some progress in preparation for starting school. However, weaknesses in the quality of teaching and weaknesses in children's personal, social and emotional development mean that not all children develop some of the basic skills required for their next steps in learning.



## Setting details

<b>Unique reference number</b>	EY438929
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1057100
<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>	83
<b>Number of children on roll</b>	127
<b>Name of registered person</b>	Playschool Nursery (St Albans) LLP
<b>Registered person unique reference number</b>	RP531207
<b>Date of previous inspection</b>	14 October 2013
<b>Telephone number</b>	01727844477

Playschool Nursery St Albans is one of three nurseries which are privately owned. It was registered in 2011. The nursery employs 19 members of staff. Of these, 14 hold qualifications at level 2 and above, including the manager who has early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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