

# Tricia's House Day Nursery Limited

84 Lowther Street, York, YO31 7LX



## Inspection date

Previous inspection date

7 September 2016

Not applicable

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

- Staff working with children aged two years do not effectively assess the suitability of toys and resources to reduce the risk of choking.
- Staff working with older children are not suitably equipped with the skills and knowledge to provide high-quality learning experiences for children. This has led to poor-quality interactions and inconsistencies in the standard of teaching.
- Staff do not plan enough adult-led activities or engage older children in purposeful play to support their learning.
- On occasions, staff deployment is not effective. This is because staff working with older children regularly leave the room to attend to routine tasks.

### It has the following strengths

- The baby room is well equipped and stimulating. The qualified staff team is experienced and translates its knowledge into practice well. It skilfully interacts and supports babies to gain new skills and reach developmental milestones.
- Partnerships with parents and local schools are well established. Information sharing practices fully promote consistency in children's care and learning.
- Children are confident and play harmoniously together. They take turns and share resources fairly.

## 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 staff implement safety procedures effectively and all reasonable steps are taken to manage and minimise risks, particularly in relation to the suitability of resources to minimise choking risks	30/09/2016
■ ensure that staff are appropriately trained, supervised and led, so that they fully understand their roles and responsibilities and have the capacity to positively interact with children	30/09/2016
■ ensure that staff plan a mixture of adult-led and child-initiated activities and positively engage children in purposeful play to extend learning and aid their perseverance	30/09/2016
■ ensure that the deployment of staff does not have a negative impact on the quality of teaching.	30/09/2016

## 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 a joint observation with the manager.
- The inspector held a meeting with the manager and provider to discuss the setting's evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children during the inspection and considered their views.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies and procedures.

**Inspector**  
Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. Managers do not ensure that staff thoroughly check the suitability of resources and minimise choking hazards, particularly in the two-year-old room. The systems in place to monitor, guide and support staff have failed to ensure that staff working with older children fully understand their roles and responsibilities. Consequently, some staff supervise children, rather than engage them in meaningful interactions. Nevertheless, the suitably qualified and experienced managers aspire to improve. Overall, they demonstrate the capacity to evaluate and improve practice. For example, managers have acknowledged in their self-evaluation form that improving staff performance is a priority. All staff have received child protection training and know what to do if they have concerns about children's welfare. Furthermore, newly appointed staff are appropriately vetted through the Disclosure and Barring Service.

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

There are inconsistencies in the quality of teaching. Some staff working with the older children are inexperienced and do not receive sufficient direction from managers. They do not involve themselves in children's play or interact effectively to guide and stretch children in their learning. Furthermore, staff fail to facilitate enough purposefully planned activities to extend children's skills and aid their perseverance. Consequently, some children flit between activities and are not engaged or learning. For example, some children occupy themselves by running up and down the ramp between the two rooms. In contrast, staff caring for babies are skilled. They interact warmly as children explore a wide range of interesting resources using their senses. All staff use accurate observation and assessment to monitor children's progress and generally plan for their future learning. Parents contribute to assessment procedures and meet regularly with staff to discuss children's progress.

### Personal development, behaviour and welfare are inadequate

On occasions, staff working with the older children are not deployed effectively. This is because the setting's toileting policy requires two members of staff to accompany children to the bathroom. This disrupts activities and means that staff left in the room cannot meet children's needs. Nevertheless, children behave well and are consistently supported to adhere to rules and boundaries. Staff spend time getting to know children and their families and help children to settle quickly. Children are becoming increasingly independent and are provided with opportunities to carry out age-appropriate tasks independently. Staff provide healthy meals and regular opportunities to play outdoors, which contributes towards promoting healthy lifestyles.

### Outcomes for children are inadequate

Despite poor-quality teaching, children are generally working at expected levels and make sufficient progress in their learning. Overall, they are developing some of the key skills needed for their eventual move on to school. For example, children are sociable and have developed friendships with others. They are self-assured and communicate well.

## Setting details

<b>Unique reference number</b>	EY491089
<b>Local authority</b>	York
<b>Inspection number</b>	1021291
<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 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Tricia's House Day Nursery Limited
<b>Registered person unique reference number</b>	RP534731
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01904 631303

Tricia's House Day Nursery Limited was registered in 2015. The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The setting is open Monday to Friday from 6.30am until 8pm and on Saturday from 8am until 6pm, except for one week at Christmas. The setting provides funded early education for two-, three- and four-year-old children.

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