

Little Roses Nursery

535 Hollins Road, Oldham, OL8 3TP



Inspection date

Previous inspection date

15 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

- Key-person systems are not effective.
- The provider and manager have not yet identified a number of serious weaknesses in practice which compromise the safety of children.
- The provider has failed to ensure that staff understand how to safeguard children's welfare. Attendance is not monitored effectively. Staff do not share important information about children's absences to help safeguard children.
- Staff do not effectively plan for children's individual needs and stage of development. Additional funding is not used effectively to support those who require extra help. Children do not make good progress.
- Staff do not gather relevant information from parents and other settings about what children already know and can do before they join the nursery.
- Managers do not monitor the quality of teaching so that all children reach their potential.
- The leadership and management team is ineffective. Systems to monitor the quality of the setting are not robust enough. In addition, a written record of complaints made by parents and the outcome is not maintained.
- Staff are not aware of the requirement to complete a progress check for children aged between two and three years.
- Staff do not help children and families to learn about the importance of eating healthy meals.

It has the following strengths

- Staff offer praise when children respond well to instructions, such as lining up to go and play outside.

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
■ implement an effective key-person system to ensure that children have a consistent adult who ensures that their individual needs are planned for and met	20/09/2016
■ undertake fire risk assessments and checks to ensure that appropriate fire detection and control equipment is in place	20/09/2016
■ ensure that staff develop their safeguarding knowledge and practice throughout the setting to keep children safe from harm	22/09/2016
■ improve and develop planning systems so that all children benefit from activities that engage and challenge them, particularly those in receipt of early years pupil premium	10/10/2016
■ ensure that regular arrangements are in place for staff supervision to improve the overall quality of practice	01/11/2016
■ complete the progress check for all children between the age of two and three years and share this assessment with parents	29/09/2016
■ keep a written record of all complaints made by parents and the outcome	23/09/2016
■ ensure that children are able to make healthy choices, in particular during mealtimes.	14/11/2016

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

- gain more information from parents and other settings when children start at the nursery to help staff understand what children already know and can do.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery's deputy manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector took account of the view of parents spoken to during the inspection.

Inspector

Nicola Hall

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider has an extremely poor understanding of her responsibility to meet the requirements of the early years foundation stage. The arrangements for safeguarding are not effective. Important information about children's absences is not shared with appropriate agencies to support children's welfare. Staff are aware of some policies and procedures, although their awareness is not sufficient to fully protect children. Basic checklists are completed to help minimise hazards in the play areas. However, these do not ensure that the building is safe for children. The provider was unable to produce any evidence to demonstrate her knowledge and understanding or responsibility in relation to fire safety. Fire drills and safety checks are not completed. There is no evidence that the smoke alarms or fire extinguishers are working. The provider does not keep a written record of all complaints. Furthermore, complaints have not been addressed and during the inspection a written complaint was found to be filed inappropriately. The provider does not ensure there are effective systems in place to evaluate the progress of children. This includes those who have special educational needs or disability, those who speak English as an additional language and those in receipt of additional funding. There are no arrangements in place for staff to receive regular supervisions to help them improve the quality of their teaching. Training is accessed and staff have opportunities to attend courses. However this is not effectively linked to helping raise the quality of practice. Self-evaluation is currently weak. Nevertheless, the very recently appointed, well-qualified manager is already beginning to identify some areas for improvement. She has already implemented new procedures and has a very good knowledge of the early years foundation stage requirements.

Quality of teaching, learning and assessment is inadequate

Despite the well-qualified team of staff, the quality of teaching is weak. Observations and assessments of children's learning are undertaken and staff plan some basic activities. However, information from these is not accurate enough or used effectively to meet the individual needs of all children. Furthermore, staff are not aware of and do not complete the required progress check for children between the age of two and three years. Parents comment they are unaware of which staff are looking after their children. Detailed information from parents about their children's development is not gathered. This means that staff do not plan for children when they first start, to help meet their individual needs. In addition to this, ineffective key-person systems further impact on the poor planning that is in place. Staff provide children with a junk-modelling activity. Children have limited resources and cannot access them independently. They lose interest when they struggle to stick pieces of large cardboard together. Staff do not shape activities to meet children's current abilities. Children who speak English as an additional language learn new words. Staff get down to children's level and repeat words clearly. Words are displayed around the environment to help support early literacy skills. However, some lettering is incorrectly formed and difficult to read in some places. Older children are not consistently engaged in play and begin to wander around the environment.

Personal development, behaviour and welfare are inadequate

Children's safety is compromised. The provider has failed to identify weakness in the provision and practice and to recognise the impact that these have on children's welfare. Staff fail to promote the importance of healthy eating to children and parents. Additionally, during mealtimes children are served with food and drinks without any opportunity to promote independence and serve themselves. That said, children do attend to their own personal needs and wash their hands before eating. Children are generally well behaved. Staff provide children with opportunities to practise their physical skills. Children play with balls, run and use bikes in the outdoor area. Children receive praise and staff are attentive, offering cuddles when they are upset. This helps to support their emotional well-being.

Outcomes for children are inadequate

The leadership team cannot yet demonstrate how it is helping to close any gaps in the learning and development of groups of children at risk of falling behind. This includes those who have special educational needs or disability, those who speak English as an additional language and those in receipt of additional funding. Older children enjoy painting and are keen to show adults their pictures. Some children are confident and display, at times, an interest in role play. However, not all children are motivated and easily lose interest, for example, during story time sessions. All children are not equipped with the key skills needed for future learning and eventual move to school.

Setting details

Unique reference number	EY482627
Local authority	Oldham
Inspection number	997236
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	60
Number of children on roll	32
Name of registered person	Little Roses Nursery Ltd
Registered person unique reference number	RP534074
Date of previous inspection	Not applicable
Telephone number	0161 312 8906

Little Roses was registered in 2014. The nursery employs 7 members of childcare staff who all hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 8.45am to 3pm and is closed for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and those who speak English as an additional language.

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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