

Early Years Private Day Nursery Limited



Early Years Day Nursery, Trinity Street, BRIERLEY HILL, West Midlands, DY5 3DN

Inspection date

2 November 2016

Previous inspection date

19 September 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		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

- Leaders do not have a secure understanding of child protection procedures. The safeguarding policy does not include procedures to follow in the event of an allegation being made against a member of staff that are in line with those of the Local Safeguarding Children Board. Children are not adequately safeguarded.
- The key-person system is not effective. Individual children's care and learning are not fully tailored to support their emotional well-being.
- Children are not supported to make at least good progress in their learning. This is because staff do not always use assessments effectively to build on children's interests and next developmental steps.
- The quality of teaching is variable. Some aspects of the education programme are not good enough and children are not sufficiently challenged.
- A culture of self-evaluation is not fostered to identify and address weaknesses in a timely manner.

It has the following strengths

- The learning environment is bright and inviting and children are generally happy and well behaved as they play.
- Parents say they are happy with the service provided.

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
■ ensure the leaders and all staff have appropriate knowledge and understanding about safeguarding issues, with particular regard to what to do in the event of an allegation being made against a member of staff	30/11/2016
■ ensure the safeguarding policy and procedures are in line with the guidance from the relevant Local Safeguarding Children Board and include an explanation of the action to be taken in the event of an allegation being made against a member of staff	30/11/2016
■ improve the key-person system to build relationships with all parents and ensure that every child's learning and care are tailored to meet their individual needs and support their emotional well-being	30/11/2016
■ focus the professional development of staff on improving the knowledge and skills needed to deliver a good quality educational programme and to support children in making good progress in their learning	14/12/2016
■ implement effective systems to observe, assess and monitor children's learning and use this information, in order to identify their individual needs, interests and stage of development and to plan a challenging experience for each child in all of the areas of their learning and development.	14/12/2016

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

- develop a robust evaluation process to monitor and reflect on practice, in order to identify key weaknesses and target improvements in a timely manner so that the quality of the provision improves.

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 held a meeting with the two managers.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at children's learning records, the planning documentation and a range of other documentation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The procedures to follow if an allegation is made against a member of staff are not correct and managers do not have a secure enough knowledge of what to do in such circumstances. Nevertheless, staff are able to identify signs and symptoms of abuse and know the procedure to follow if they have concerns about children. The manager has introduced a system for monitoring the progress that children make. However, the system is still being developed and does not yet include all children. This means that any gaps in progress are not always identified or addressed promptly. Staff have completed some evaluation of the provision. However, there have been staff and room changes in recent months so their evaluation is outdated and current weaknesses have not been identified or addressed quickly enough. A solid recruitment and induction procedure helps to ensure that staff are suitable to work with children and understand their basic roles and responsibilities.

Quality of teaching, learning and assessment requires improvement

All staff are qualified. However, managers do not ensure they receive appropriate support or training to help raise the quality of their teaching. Staff working with older children make some observations of children but these are not always used effectively to inform future planning. Not all staff have an accurate view about what children need to learn next. Planned activities are not consistently linked to individual children's learning needs. As a result, some activities lack purpose and do not fully engage children or extend their learning. Staff in the baby room know children well and plan fun, purposeful activities to extend their learning. Staff use a bubble-making machine and babies are enthralled by the bubbles it produces. They confidently move their bodies and delight as they burst the bubbles. Staff talk to, cuddle and interact with them as they play.

Personal development, behaviour and welfare are inadequate

Staff gain useful information from parents about children's care routines and their likes and dislikes. This helps children to settle when they first start at nursery. However, the key-person system has not been implemented effectively. Staff are not always deployed suitably to ensure that key persons are consistently working with their key group of children. This means that children are not always able to form secure emotional bonds with the staff who are looking after them. Staff who are working with children do not know the children well enough to fully meet their needs. Furthermore, some parents are not aware of who their child's key person is.

Outcomes for children require improvement

Weaknesses in teaching mean that not all children are making enough progress in their learning and development. Babies make progress in their language development as they begin to say simple words and sounds. Older children do not receive sufficient support to fully extend their learning. Nevertheless, some skills are developing. For example, children learn about mathematical concepts as they fill and empty containers in sand. They demonstrate independence as they collect and carry their lunchtime meal to the table. Overall, children gain the basic skills to help prepare them for their future education.

Setting details

Unique reference number	EY432009
Local authority	Dudley
Inspection number	1059933
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	0 - 4
Total number of places	75
Number of children on roll	45
Name of registered person	Early Years Private Day Nursery Limited
Registered person unique reference number	RP906922
Date of previous inspection	19 September 2012
Telephone number	01384483847

Early Years Private Day Nursery Limited was registered in 2011. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday all year round, except for one week at Easter and Christmas and bank holidays. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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