

Regent Private Day Nursery

19-21 Regent Road, Skipton, North Yorkshire, BD23 1AT



Inspection date

Previous inspection date

16 February 2017

9 October 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

- There are significant safeguarding risks to children. The provider does not ensure the setting is led and managed effectively. She does not ensure the suitability and safe recruitment of staff. Furthermore, she has a poor understanding of safeguarding requirements and she does not ensure that staff are sufficiently trained to understand how to safeguard children.
- Staff are not effectively trained or coached to understand their responsibilities and their training needs are not sufficiently identified. Staff do not maintain the required documentation to promote children's welfare and keep them safe. This includes the recording of children's attendance, medication administered and accidents.
- Children's well-being is severely compromised. Children are not afforded privacy while using the toilet and hygienic procedures are not followed when changing nappies. Furthermore, children are not effectively supported to follow a healthy lifestyle.
- The teaching that younger children receive is poor. Staff do not interact with them consistently well. They do not gather sufficient information from parents when children start. Assessment does not identify gaps in children's learning or their progress. Staff do not share a summary assessment with parents and they do not plan adequately to meet young children's individual needs.

It has the following strengths

- Children are happy and settled. Parents are complimentary about the friendships children have made and their relationships with staff.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ ensure there is a named deputy who is capable and qualified to take charge in the manager's absence	03/03/2017
■ implement a robust recruitment procedure that ensures all staff are suitably vetted, and maintain records which include relevant information about their identity checks, reference details and their Disclosure and Barring Service number, the date this was obtained and details of who obtained it	03/03/2017
■ ensure staff's safeguarding knowledge, practice and understanding remains up to date and in line with changes in legislation, and ensure the safeguarding lead is able to provide support, advice and guidance to other staff on an ongoing basis	03/03/2017
■ implement the safeguarding procedure about the use of mobile phones and cameras in the setting that staff, parents and visitors understand and consistently adhere to	17/02/2017
■ provide supervision for staff to ensure they are supported and receive coaching to improve their quality of teaching and address areas of inconsistency to ensure all statutory requirements are met and individuals are suitable for their role	03/03/2017
■ maintain an accurate record of the names of children being cared for on the premises and their hours of attendance	03/03/2017
■ obtain written permission from parents for both prescription and non-prescription medication prior to administering it to children	03/03/2017
■ keep a written record of accidents, injuries and first-aid treatment and record these promptly	03/03/2017
■ ensure the premises are organised in a way that meets the needs of the children, with particular regard to their privacy when using the toilet	03/03/2017
■ ensure the premises are fit for purpose and offer children a clean and hygienic environment, with particular regard to the adult toilet situated in an area where children eat and the cleanliness of the tables used for mealtimes	03/03/2017
■ ensure there are suitably hygienic changing facilities for children in nappies and ensure staff follow hygienic practices after nappy changes, with particular regard to washing their hands	03/03/2017
■ ensure that children access the outdoors on a daily basis	03/03/2017
■ provide children with meals and snacks that are healthy, balanced	03/03/2017

and nutritious to promote their good health

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ gather information from parents about babies' capabilities and plan challenging experiences that meet their individual needs	24/03/2017
■ use assessment effectively to monitor children's development and accurately plan their next steps in learning	24/03/2017
■ provide parents with a short written summary of their child's learning and development in the prime areas between the ages of two and three years, including details of areas where their child is progressing well and any areas where the child's progress is less than expected	24/03/2017
■ improve the quality of teaching for babies and ensure that staff interact with them consistently to support their learning and development.	24/03/2017

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector completed a tour of the premises with the provider.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has a poor understanding of the requirements of the early years foundation stage and does not recognise her failings. She is not always present in the setting and has not ensured there is a named deputy to take charge in her absence. The provider lacks knowledge of how to safeguard children. For example, staff are not recruited safely. The provider has not followed a recruitment procedure to check the suitability of new staff. In addition, Disclosure and Barring Service checks are not fully recorded. Staff are aware of the different types and the signs and symptoms of abuse. However, the provider does not keep up to date with new safeguarding legislation. This means her knowledge is weak and staff are not effectively trained to safeguard children. There is a safeguarding policy which includes the use of mobile telephones and cameras, which staff abide by. However, the provider and staff allow parents to freely use their telephones and cameras in the setting when children are present. This is a significant safeguarding risk which the provider fails to acknowledge. The staff team is friendly and positive. They are willing to attend training courses and some have attended paediatric first aid. However, the provider does not ensure that the management team provides adequate opportunities for staff to discuss their training needs. For instance, supervisions are not in place and the provider is unaware that this is a requirement. Therefore, staff are not adequately supported to continuously improve their practice and personal effectiveness.

Quality of teaching, learning and assessment is inadequate

The staff team is well qualified but this has little impact on the quality of teaching. For instance, the quality of teaching with babies is poor. Staff do not interact effectively to support babies to be challenged in their play. For example, some babies select books and take them to staff to read. Staff read a page or two but repeatedly stop reading before children lose interest. Many babies wander around the room and are not engaged in play or supported by staff to find activities to interest them. Staff struggle to discuss the development of babies and they supervise them rather than support their learning. When children start in the setting, staff do not gather enough information regarding children's capabilities to plan sufficiently for their individual needs. Furthermore, next steps in their learning are not effectively planned. The assessment of babies and younger children is inadequate. Their progress is not monitored either by staff or the management team. Therefore, any gaps in learning cannot be identified promptly. Furthermore, the progress check for children aged between two and three years is not completed to the required standard. The check does not accurately identify children's stage of development or any areas where children's progress is less than expected, and there is no written summary for parents. Despite the inadequacies with the teaching and learning of babies and younger children, pre-school children are developing well. This is because there is one member of staff who is a strong teacher and reassesses children when they start pre-school.

Personal development, behaviour and welfare are inadequate

Children's well-being is severely compromised. Babies' nappies are changed in the same area where they eat. There is also an adult toilet which is no longer used in the eating

area. This toilet is not in a cubicle and is situated directly behind high chairs. In addition, staff do not ensure the area where nappies are changed is clean and they do not always wash their hands after changing children. This means there is a significant risk of the spread of infection. Older children who manage their own toilet needs are not afforded privacy. Toilets are in full view of other children and adults, which compromises their dignity. Furthermore, regular visitors to the setting who do not have a Disclosure and Barring Service check are able to see into the toilet area through a window which is a plain glass panel. This compromises children's safety. Children who have accidents in the setting are comforted and reassured by caring staff, supporting their emotional well-being. However, accidents are not always recorded. In addition, medication is administered to children without prior written permission from parents. Staff are given the responsibility to register children's attendance when they arrive and leave each day. However, registers are not accurately maintained and numerous children are not signed either in, or out of the setting. This means in the event of a fire or other emergencies, registers do not accurately show the number of children in the building. Children behave very well and are settled in the setting. They care for each other and show their feelings well. For example, they show empathy when their friends hurt themselves, demonstrating their developing social skills. Children enjoy meal and snack times, but hygiene is compromised as some children are given their snack directly onto the table which is not clean. The provider is currently cooking meals for children in the absence of a cook. Meals and snacks are not always well planned, balanced or nutritious. For example, many meals do not contain vegetables or fruit and the provider does not believe in giving children fruit for dessert. Instead, children are often given desserts that are high in sugar. In addition, children do not have opportunities to access the outdoors daily. This means children's physical well-being is not supported. They do not access fresh air each day and are not developing a sufficient understanding of healthy living.

Outcomes for children are inadequate

Children make insufficient progress in their learning and development. The provider has a weak understanding of the learning and development requirements of the early years foundation stage. The quality of teaching is poor and the lack of challenge younger children receive has a significantly negative impact on the outcomes for these children. Ineffective assessment means numerous children's progress is not monitored and parents are not consulted with or kept informed in order to support their children. Despite this, there is some stronger teaching in the pre-school and these children are starting to develop some skills to support their transition to school, such as listening, writing their names and letter recognition. Older children are confident and motivated to learn.

Setting details

Unique reference number	400129
Local authority	North Yorkshire
Inspection number	1059590
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	36
Number of children on roll	41
Name of registered person	Susan Margaret Hall
Registered person unique reference number	RP906351
Date of previous inspection	9 October 2012
Telephone number	01756 792704

Regent Private Day Nursery was registered in 1998. The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting 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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Manchester
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