

Glenfield Nursery School

19 Albert Road, Eaglescliffe, Stockton-on-Tees, TS16 0DA



Inspection date

1 September 2017

Previous inspection date

1 May 2014

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		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The management team does not ensure that staff have a secure knowledge of all aspects of safeguarding. Not all staff understand what to do in the event of any concerns raised about the conduct of other staff and wider safeguarding issues to ensure children's welfare and safety.
- The management team has not ensured that staff know they must report information about their ongoing suitability that could disqualify them from working with children, including by association.
- The supervision of staff is not effective. Monitoring of staff performance lacks rigour, therefore, any training needs and areas for improvement are not quickly identified and acted upon.
- The management team does not implement a highly effective system to monitor and evaluate children's progress to ensure that assessments are accurate and any gaps in children's development are swiftly identified and addressed.
- Self-evaluation is not robust. Weaknesses and breaches in requirements are not identified and addressed to bring about improvement and raise the quality of the provision.

It has the following strengths

- Children quickly form emotional bonds with staff and settle well into the daily routine. They are confident to explore and make choices in their play.
- Staff plan and deliver a broad range of interesting activities inside and outdoors, which provides children with good opportunities to be active and engage in exploratory play.

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
<ul style="list-style-type: none"> ■ ensure that all staff have a secure knowledge and understanding of the procedures they should follow if they have concerns about the conduct of another member of staff 	15/09/2017
<ul style="list-style-type: none"> ■ ensure that all staff have a secure understanding of wider safeguarding issues, with particular regard to the 'Prevent' duty to help identify and address any welfare concerns 	15/09/2017
<ul style="list-style-type: none"> ■ ensure that all staff know they must share any information that may affect their suitability to work with children and that this takes into account disqualification by association 	15/09/2017
<ul style="list-style-type: none"> ■ implement a structured and comprehensive system for staff supervision, identifying targeted staff development and training needs 	15/09/2017
<ul style="list-style-type: none"> ■ ensure that effective systems are in to place to monitor the regularity and accuracy of children's developmental assessments to ensure that any gaps in children's learning and development are swiftly identified and addressed. 	15/09/2017

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 spoke with the staff and children during the inspection.
- The inspector completed a joint observation with the provider and deputy manager.
- The inspector held a meeting with the provider and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Not all staff have a secure knowledge and understanding of the procedure they should follow if they have concerns about the conduct of another member of staff. Some staff are not aware of wider safeguarding issues. In particular, government guidance about protecting children from extreme views. The management team does not ensure that staff are aware that they need to report information about situations which may affect their suitability to work with children. Systems to monitor and evaluate the provision are not sufficiently robust. For example, management does not carry out effective supervision of staff to identify areas of weakness in their knowledge and understanding and address these through suitable professional development opportunities. Furthermore, they do not monitor the accuracy of assessments made of children's learning and development. This does not ensure that any potential gaps in children's learning are swiftly identified and addressed. The management team implements appropriate recruitment and vetting procedures to ensure all staff working with children are suitable. They are keen to improve practice.

Quality of teaching, learning and assessment is good

Staff know the children well. They observe them as they play and use the information to plan a range of good activities that supports what children need to learn next. Children's communication and language are promoted well. For example, as young children play with water, an adult shows them how to move it with their fingers and adds vocabulary, such as 'splish', 'splash', and 'splosh' which children apply to their own play. Younger children solve problems in their play, for example, they work out how to make the toy waterwheel spin. Staff encourage them to count as they fill buckets with sand. These activities help to promote children's developing awareness of numbers, space and measure. Children enjoy painting. Staff are nearby to sensitively support their early mark making and understanding of mixing paint together to create new colours. Parents are well informed of their children's progress and work in partnership to support their learning and development.

Personal development, behaviour and welfare are inadequate

Children's welfare is not assured because not all of the safeguarding and welfare requirements are met. Nevertheless, other aspects of children's welfare are effectively implemented. Settling-in arrangements are well planned and are respectful of the needs of the children and families. As a result, children settle quickly as they become familiar with the staff and get to know the nursery routines. Information from parents is used to provide continuity in the care children receive. Staff give children lots of praise and encouragement. This helps to raise children's self-esteem and confidence and promotes positive behaviour. Staff teach children healthy routines, such as playing outdoors regularly and children enjoy nutritious snacks and meals. Children grow and eat their own produce, such as tomatoes.

Outcomes for children are good

Children are developing a range of skills which helps to prepare them for their future learning and the move on to school. They develop their early writing skills. For example, younger children make marks with paint and use their fingers to make patterns in the sand. Children are keen and curious to explore the well-resourced environment. They are confident to clamber up the climbing frame and to slide down the slide and skilfully propel themselves when riding wheeled toys.

Setting details

Unique reference number	305953
Local authority	Stockton on Tees
Inspection number	1087758
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 - 9
Total number of places	70
Number of children on roll	13
Name of registered person	Jean Hope Brown
Registered person unique reference number	RP907967
Date of previous inspection	1 May 2014
Telephone number	01642 780552

Glenfield Nursery School registered in 1991. The nursery employs seven members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate childcare qualification at level 4, three hold an appropriate childcare qualification at level 3 and one holds a qualification at level 2. The nursery opens Monday to Friday, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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