

# Nagle Nursery

St. Joseph RC Primary School, Chesterfield Road, Matlock, Derbyshire, DE4 3FT



## Inspection date

6 November 2017

Previous inspection date

19 December 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		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The manager does not monitor staffing arrangements sufficiently. Weak deployment of staff compromises children's well-being and reduces the effectiveness of their learning opportunities.
- Staff are not effectively led and managed. The manager does not monitor or support staff sufficiently, to develop their practice or improve and strengthen the quality of teaching. As a result, teaching is poor.
- Some children are not making good progress in their learning. Staff do not accurately assess their level of achievement and, as a result, they do not plan precisely for children's next steps in learning.
- Staff do not complete the required progress check for children aged between two and three years, to help them identify and address gaps in children's learning.
- Staff do not help children who speak English as an additional language to use their home language in their play and learning from the time they start at the nursery.
- The manager does not have a clear picture of how well all groups of children who attend the nursery are progressing. This means that any differences in attainment between groups of children are not identified and addressed.

### It has the following strengths

- Children are happy at nursery. They enjoy time in the well-resourced outdoor space.
- Children benefit from a well-balanced menu of healthy, nutritious snacks and meals.

## What the setting needs to do to improve further

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

	Due Date
■ improve staffing arrangements and deployment of staff to meet the needs of all children effectively, and provide more challenging and motivating learning and development experiences, to help children make the progress they are capable of	31/01/2018
■ implement appropriate systems for the supervision of staff, providing support, coaching and training to improve the quality of teaching and ensure children receive a good-quality learning experience at all times	31/01/2018
■ ensure observation and assessment are used consistently to accurately monitor children's level of achievement, and use this information to identify and plan challenging next steps in learning for each child	31/01/2018
■ complete the required progress check for children aged between two and three years to identify gaps in learning early on and to support children with their individual needs	31/01/2018
■ develop consistent opportunities for all children who speak English as an additional language to use their home language at the nursery from the very beginning.	31/01/2018

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

- improve the arrangements for monitoring children's progress to include how well different groups of children are achieving, and identify and close any achievement gaps.

## **Inspection activities**

- The inspector observed the quality of teaching and the impact it has on children's learning, both indoors and outdoors.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked a sample of records available including documents relating to staff suitability.
- The inspector read a number of written recommendations from parents.

## **Inspector**

Josie Mapes

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The overall quality of the nursery has declined significantly since the last inspection. The manager has failed to recognise and address a number of breaches to the requirements. Staff are poorly deployed across the setting, and are often too focused on tasks rather than spending time supporting children with their learning and development. As a result, children spend a lot of time occupying themselves, for example, playing games on the nursery computer. The manager does not effectively monitor the quality of teaching within the nursery. She does not give sufficient attention to any underperformance of staff and they do not receive the coaching and supervision they need to improve. The manager has recently introduced an electronic system which staff use to observe and assess children's progress. The system is still in its infancy, but the manager does not yet fully understand how to use it successfully. This means that she is unable to accurately monitor and track the learning progress of individual or specific groups of children, to help ensure every child receives the support they need. The arrangements for safeguarding are effective. Staff understand the signs and symptoms of abuse and know how to make a referral if they have concerns about a child.

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

Staff are well qualified, but they fail to consistently engage children in purposeful play. Staff spend very little time interacting or playing with children. When they do attempt to interact with children, they do not have the skills to follow children's lead or interests successfully and stick rigidly to the planned activities. For example, a member of staff has planned an activity in the garden re-enacting an autumnal story. Children busy themselves filling and emptying buckets of leaves with their hands. Staff continue to read the story out loud to children asking questions about the story and prompting them to recall words and facts. However, children are not interested in answering questions and pay little attention to staff, preferring instead to practise their physical skills of scooping and sweeping. Staff do not carry out accurate observations and assessments. They are not able to precisely identify children's next steps in their development and address any gaps in their learning. For example, children who are at risk of falling behind with their speech and language skills have not had any observations or assessments completed in this area. This means that staff are not able to target areas that they should be focusing on to enable children to make good progress in their learning. Staff do not have a good enough understanding of the requirement to complete a progress check for children aged between two and three years.

### Personal development, behaviour and welfare are inadequate

Staff fail to consistently meet all children's needs. A proportion of children attending the nursery speak English as an additional language. Staff do not consider how this may affect their settling-in at nursery, and make no effort to incorporate their home language into play or the environment around them. Nevertheless, staff are warm and welcoming to children and for the most part children are happy and content while they are at nursery. Staff are good role models for children and encourage them to use good manners.

Children are encouraged to wash their hands before eating and to use the bathroom independently. Children enjoy healthy hot meals delivered from the local school.

### **Outcomes for children are inadequate**

Children are not making good enough progress in their learning. Although children play and access resources independently, they do not have enough opportunities to develop through challenging play experiences. A number of children fail to make expected progress in their speech and language development. Children who have special educational needs and/or disabilities are making some progress from their starting points, and staff are starting to work in partnership with other agencies to support these children. Overall, children do not make good enough progress and they are not well prepared for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY310127
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1104368
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Matlock St Joseph's Ltd
<b>Registered person unique reference number</b>	RP525669
<b>Date of previous inspection</b>	19 December 2014
<b>Telephone number</b>	0162955222

Nagle Nursery re-registered in 2005. The nursery employs two full-time staff and three part-time staff, who all hold early years qualifications. The nursery operates from a playroom in school premises. The nursery operates Monday to Friday term time only. Sessions are from 8.45am until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children who have SEN and/or disabilities.

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