

Keighley Community Nursery

Braithwaite Grove, Keighley, West Yorkshire, BD22 6JB



Inspection date

6 April 2018

Previous inspection date

28 October 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

- Management do not safeguard children sufficiently. They fail to understand and implement the safeguarding policy and procedures. As part of this, they do not recognise and respond appropriately to possible indicators that a child may be at risk of harm. This significantly compromises children's welfare.
- Staff do not provide adequate support to children who may have a special educational needs. They do not discuss this with parents sufficiently or support and monitor children where progress gives cause for concern.
- Staff fail to implement adequate hygiene practices consistently to promote children's welfare and health.
- The key-person system is not effective enough in supporting children and meeting their individual needs, or in engaging parents in supporting children's learning more at home.
- Management's evaluation of the provision is poor and there is insufficient monitoring of staff practice to improve the quality of teaching and learning.
- Staff do not use information from assessments sufficiently well to support children's progress, especially where this is identified as being less than expected in the prime areas of learning. Staff do not inform parents about children's progress consistently.

It has the following strengths

- Staff provide free-flow play to outdoors, supporting children's preferred learning styles.

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
<ul style="list-style-type: none"> ■ ensure that the nursery's safeguarding policy and procedures are implemented at all times to protect children 	08/05/2018
<ul style="list-style-type: none"> ■ improve staff's knowledge and understanding of safeguarding procedures to ensure that any concerns about children's welfare are identified and responded to appropriately and promptly, and to protect children from possible harm, including by notifying agencies with statutory responsibilities within the required timescale 	08/05/2018
<ul style="list-style-type: none"> ■ ensure appropriate arrangements are in place to support children who may have special educational needs 	08/05/2018
<ul style="list-style-type: none"> ■ implement effective hygiene procedures to prevent the spread of infection 	08/05/2018
<ul style="list-style-type: none"> ■ improve the key-person system so that all key staff develop an understanding of children's individual needs, support them appropriately at all times, and consistently share information with parents about how to support their children's learning at home consistently 	08/05/2018
<ul style="list-style-type: none"> ■ implement effective monitoring of staff practice, to swiftly identify underperformance and inconsistencies, and to improve staff's personal effectiveness, so that teaching and learning is significantly improved. 	08/05/2018

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

	Due Date
<ul style="list-style-type: none"> ■ put in place arrangements for discussing with parents and supporting children if a child's progress gives cause for concern, including considering whether a child may have a special educational need that requires specialist support, to act on this and secure any necessary early interventions 	08/05/2018
<ul style="list-style-type: none"> ■ ensure that information from assessments is used precisely to plan activities and effective support for children, in line with their individual needs, their most specific and relevant next steps in learning and any gaps in their learning; and to keep parents up to date with their child's progress and development. 	08/05/2018

Inspection activities

- The inspection was carried out unannounced, following the risk assessment process.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact of this on children's learning. She also spoke with staff, children and parents during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager, who is the nominated person, and the deputy manager. She looked at various documentation, including policies and procedures, and children's records of learning.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is inadequate

The leadership and management of the nursery are weak and there are poor systems for checking the quality of the provision. This results in breaches in statutory requirements and a failure to sustain continuous improvement. Safeguarding is not effective. Although a safeguarding policy and procedures are in place, staff do not sufficiently understand and implement these. As part of this, the manager, or other individuals designated to take lead responsibility for safeguarding children in her absence, do not fulfil their roles and responsibilities. Where concerns of a potential child protection nature arise, staff log these. However, management and staff fail to act on these concerns appropriately, including notifying agencies with statutory responsibilities to seek advice or guidance. Staff in the nursery rooms can identify possible signs of abuse or neglect. They have sufficient understanding of internal and external reporting procedures, should they have a concern about a colleague or the manager. There are good security arrangements to prevent unauthorised access to the nursery, and hazards to children are suitably identified and minimised. Appropriate recruitment procedures and required checks carried out on staff help to ensure they are suitable to work with children. The special educational needs coordinator (SENCO) does not fulfil her role and responsibilities sufficiently. There are insufficient arrangements for supporting children who may have additional needs, and this is not monitored. There has been some discussion with other professionals. However, the progress of some children has not been continually monitored or reviewed by their key person, the SENCO or management. This means that children working exceptionally below developmental expectations have not received adequate support in consultation and partnership with parents or other professionals. Where children have been formally identified with having special educational needs, their learning needs are met. Other weaknesses in staff practice are not identified by the manager quickly and accurately, to offer feedback and specific training and mentoring. This means that the quality of teaching and children's experiences are not improving swiftly enough.

Quality of teaching, learning and assessment is inadequate

Despite staff having qualifications and receiving additional training, this does not have a positive impact on some aspects of practice or on their knowledge and skills. Staff set out the playrooms with a varied range of resources and activities for children. However, weaknesses in teaching mean staff do not build on and extend children's learning, or their language and communication skills sufficiently. This is particularly the case with children under three years. This results in toddlers in the baby room often being disengaged. It also means that two-year-olds sometimes wander around without enough purpose and support from their key person. This is particularly evident when this age group is cared for in the pre-school room during the holidays. Staff plan around children's interests and undertake observations and assessments. However, staff have a weak knowledge of how to plan for children's next steps. Consequently, they are not identifying the most relevant or targeted next steps in children's learning consistently or closing gaps in learning. This especially relates to the youngest children, where there is a lack of focus on their physical, communication, personal and social skills; particularly where these are identified as being less than expected. Consequently, the younger children are not making the progress they should and this is not sufficiently monitored or addressed. Not all children's key persons

share information about children's progress with parents or discuss how they can support their children's learning at home. This hinders the progress children are making further, due to a lack of a coherent approach.

Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding practices, and in teaching and learning, have a negative impact on children's welfare and personal development. This is particularly evident in the lack of planning to support the youngest children's foundations for future learning, such as in their speech and language. Staff do not minimise cross-infection in the baby room sufficiently to promote children's good health. Staff need reminders to wipe children's noses, including when they are eating. After doing so, they do not wash their hands consistently. Nonetheless, there are good settling-in arrangements to support children's emotional well-being when they start attending. These arrangements are carried out in close consultation with parents. Children's move to a new nursery room and on to school is managed well. Staff promote other aspects of children's physical well-being. For example, accidents are appropriately dealt with, recorded and shared with parents. These are regularly reviewed as part of ongoing risk assessments. Furthermore, most staff have first-aid training and first-aid boxes are sited in each nursery room. Children have a nutritious and varied diet, including substantial freshly prepared meals by the cook.

Outcomes for children are inadequate

Weaknesses in teaching mean that children's ongoing learning needs are not being addressed sufficiently. Their progress and preparation for school is hindered, particularly children under three years who are in receipt of additional funding. Despite this, children are developing some skills for future learning. They behave well and build early friendships as they take part in activities together. The oldest and most-able children in the pre-school room are independent and have a positive approach to learning.

Setting details

Unique reference number	EY288392
Local authority	Bradford
Inspection number	1133778
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 - 8
Total number of places	72
Number of children on roll	116
Name of registered person	Keighley Community Nursery Ltd
Registered person unique reference number	RP906836
Date of previous inspection	28 October 2014
Telephone number	01535 665648

Keighley Community Nursery registered in 2004. The nursery employs 24 members of childcare staff. Of these, 21 hold appropriate early years qualifications; two are at level 2, 15 are at level 3, one at level 4, one is at level 5, one is at level 6 and one holds qualified teacher status. The nursery opens Monday to Friday, all year round. 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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