

Inspection date	1 May 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
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 leadership and management of the nursery are inadequate. Risk assessments are not sufficiently robust to make sure all hazards are minimised, especially in the pre-school garden.
- The manager has not ensured that all pre-school children have an assigned key person to ensure that their individual care and learning needs are met. This includes those children who have special educational needs and/or disabilities and children who speak English as an additional language.
- Staff in the pre-school room do not promote children's next steps in learning. Therefore, they are not supporting children to make at least good progress.
- Staff working with pre-school children do not organise and manage all daily routines effectively to ensure that children remain engaged in meaningful learning.

It has the following strengths

- Staff give children clear messages about why it is important to have a healthy diet and good hygiene routines. Staff promote children's independence in personal care. Children enjoy a wide range of freshly cooked nutritious meals.

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 risk assessments are in place to minimise all possible risks to children	01/05/2018
■ assign a key person to all pre-school children to take responsibility for their individual care and learning needs	02/05/2018
■ identify quickly all children's next steps in learning, and use this information effectively to provide appropriate activities that support their progress.	15/05/2018

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

- ensure that children in the pre-school room are effectively engaged and remain interested and occupied at all times.

Inspection activities

- This inspection was carried out following the risk assessment process.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors had a tour of the premises and spoke with staff and children during the inspection.
- An inspector completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager and provider. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management is inadequate

The manager has failed in her duties to ensure she is compliant with legal requirements. This compromises children's safety and well-being. Safeguarding is not effective. Staff do not consider all aspects of safety, particularly in the pre-school outdoor area where some hazardous items, such as old bamboo fencing with sharp ends is leaning against the fence when children are playing. However, indoors staff follow good safety measures making sure that any possible hazards are minimised. Staff understand how to report any concerns they have about children's welfare. They also understand whistle-blowing procedures if they have concerns over staff's care of children. The key-person system is not in place for some pre-school children. This has hindered the planning and assessment of children's learning and development, which in turn means the manager has not monitored the progress that these children make. Staff deployment is effective and there are enough staff present to make sure that management meet staff-to-child ratios. The manager reflects on some aspects of the provision, and the views of parents, staff and children are included. Recruitment procedures meet requirements and staff receive relevant coaching, support and guidance during supervision sessions. They attend a variety of training that positively impacts on outcomes for children. For example, staff have had training in how to tube feed children that need it.

Quality of teaching, learning and assessment is inadequate

The lack of a key person for some children in the pre-school room means that observation and assessment of their learning is not effective. Staff are unaware of these children's next steps in learning, which means that there is no challenge in their learning and development to help them to make progress. Overall, children in the baby room and rooms for two to three-year-old children enjoy some good-quality learning experiences. Staff support their communication and language skills well. In particular, they support children who speak English as an additional language through gaining key words from parents and they use the internet to help them to gain more words and use the correct pronunciation. Staff encourage babies to babble and make sounds in a variety of ways.

Personal development, behaviour and welfare are inadequate

Due to significant weaknesses in safeguarding practice, staff do not adequately protect pre-school children. Furthermore, staff do not meet children's individual needs because there is no key person to build a partnership with parents. Due to the lack of planning in the pre-school room, children lack motivation to play and learn. In particular, the organisation of some routines in the pre-school room mean that children are not engaged in meaningful learning at all times. However, staff support children to follow the boundaries of the nursery. Children behave well. Staff use appropriate manners and encourage children to do the same. Children listen to instructions and learn to respect their peers. Staff encourage children to share and be considerate of others. Children under the age of three years have safe access to daily fresh air and physical exercise. Partnerships with most parents are developed. Staff have a successful two-way flow of sharing information with these parents. Parents and carers spoken to at the inspection are complimentary about the care and learning their children receive.

Outcomes for children are inadequate

Children in pre-school do not make enough progress. The lack of effective planning means that children are not taught at an appropriate level. Consequently, they are not developing the skills they need for future learning. Due to weaknesses in management, monitoring of how well all children are doing is not effective in helping children to catch up when needed. Some pre-school children seek out special friends and enjoy play and activities together. Staff encourage younger children to explore and investigate and help them to make connections in their learning. For example, babies explore a container with cornflour and wooden blocks. All children enjoy looking at books and listening to stories.

Setting details

Unique reference number	EY549329
Local authority	York
Inspection number	1135116
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 6
Total number of places	104
Number of children on roll	143
Name of registered person	First For Childcare 3 Limited
Registered person unique reference number	RP549905
Date of previous inspection	Not applicable
Telephone number	01904479261

Happy Jays registered in 2017. The nursery employs 24 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am to 6pm. The nursery 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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