

# Tiblands Nursery School



Tiblands Farm, Linley Green Road, Whitbourne, WORCESTER WR6 5RE

<b>Inspection date</b>	2 October 2018
Previous inspection date	31 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Good	<b>4</b> 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision is inadequate

- The recruitment process is not good enough. This means not all staff working with children are appropriately vetted for the role.
- Managers do not carry out robust checks to determine the ongoing suitability of all staff. They are unsure if those working with children continue to remain suitable.
- Managers' and staff's understanding of how to conduct rigorous risk assessments is poor. Therefore, children are potentially exposed to hazards.
- Managers and staff do not ensure appropriate arrangements are in place to monitor effectively all babies and toddlers sleeping, specifically in the sleep room.
- Managers and staff do not routinely obtain written parental permission to administer all medications or keep an accurate record on site of what has been given.
- Managers and staff do not consistently assess children's learning, including the required progress check for children aged between two and three years. Children do not consistently benefit from challenging activities to help promote good progress.
- Arrangements for staff supervision are not good enough. Staff do not benefit from good professional development opportunities to help build their confidence and continually develop their skills, including teaching.
- Managers do not monitor staff's practice carefully, including teaching and the progress children make. They do not make the best use of self-evaluation to help swiftly identify and address all weaknesses.

### It has the following strengths

- Staff get to know children and their families fairly well. They are sensitive to children's routine care needs so these are adequately met. Children are settled and parents are happy with the service provided.

## What the setting needs to do to improve further

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

	Due date
improve the recruitment process to ensure all staff working with children are appropriately vetted for the role	26/10/2018
carry out more robust checks to determine the ongoing suitability of all staff, to ensure those working with children continue to remain suitable to do so	26/10/2018
improve managers' and staff's understanding of how to conduct rigorous risk assessments, specifically with regard to security of premises, managing broken toys and preventing children gaining unsupervised access to certain areas, such as the stockroom and kitchen	26/10/2018
ensure appropriate arrangements are in place to monitor effectively all babies and toddlers sleeping, specifically in the sleep room	26/10/2018
obtain written permission from parents to administer all medications to children, including non-prescribed medicines, and keep an accurate record on site of what has been given	26/10/2018
make precise assessments of children's learning across all aspects of their development, including the required written progress check for children aged between two and three years	30/11/2018
improve the planning and provide children with exciting and challenging activities that are specifically tailored towards promoting their next steps in learning to help promote good progress	30/11/2018
enhance the arrangements for staff's supervision and ensure all staff benefit from good professional development opportunities to help build their confidence and continually develop their skills, including teaching, to help raise the standard.	30/11/2018

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

- monitor staff's practice more carefully, including teaching and the progress children make, and extend the use of self-evaluation to help swiftly identify and address weaknesses to improve.

### **Inspection activities**

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

### **Inspector**

Josephine Heath

## Inspection findings

### Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are ineffective. The processes for staff recruitment are not robust enough. Furthermore, managers do not check the ongoing suitability of staff as thoroughly as possible. Therefore, both when they start and over a longer term staff are not suitably vetted for their roles. Managers and staff have an adequate understanding of child protection legislation. This helps to protect children from some types of harm. However, the arrangements for the performance management of staff are not good enough. The current systems are in their infancy. Staff are not supported well enough in their roles. They do not benefit from the professional development opportunities they need to upskill. This includes improving their teaching. Self-evaluation and monitoring are not good enough. The manager does not monitor practice within the nursery well enough, including teaching or the progress children make. She has failed to identify all issues within the setting and address them effectively.

### Quality of teaching, learning and assessment requires improvement

Teaching is variable. Staff do not consistently make observations and assessments of children's abilities across all aspects of their learning, including a written summary of development for children aged between two and three years. Furthermore, the planning is not good enough. Staff do not consistently provide children with exciting activities that build on their individual next steps in learning to extend their skills. Nevertheless, the environment is bright and well resourced. In general, children have fun and enjoy attending. For example, babies enjoy exploring musical instruments and building with blocks. Toddlers and pre-school children enjoy painting and experimenting with play dough. Partnership working is established and a basic two-way flow of information is shared between the nursery, home and other providers. This helps to foster some continuity.

### Personal development, behaviour and welfare are inadequate

Children's good health, physical well-being and safety cannot be assured. Although the premises are clean, managers and staff do not assess all risks well enough. This is specifically regarding security of the nursery, broken toys, and children gaining unsupervised access to certain areas, such as the kitchen and stockroom. There is provision for babies and young children to sleep in the nursery. However, some of the arrangements for sleeping are not currently suitable. This is because managers and staff do not have the most effective procedures in place to monitor children while they are sleeping. Staff do not consistently obtain written permission from parents to administer all non-prescribed medications to their children. Furthermore, they do not consistently keep record logs of what has been given. Nevertheless, staff promote healthy lifestyles in some ways. For example, they provide children with nutritious meals, foster cleanliness and hygiene regimes, and they encourage exercise. Toddlers and pre-school children enjoy running around in the orchard, and babies like indoor and outdoor physical play using ride-on toys. Children's emotional well-being is promoted. For example, behaviour is appropriately managed. Staff teach children about the importance of respect, tolerance and acceptance.

### Outcomes for children require improvement

Overall, due to weaknesses in teaching, children do not progress as well as possible from where they started. Children are not highly motivated learners. On occasion, they lose interest in activities and struggle to become absorbed in learning. Nevertheless, in the main, pre-school children begin to acquire the basic skills they need for the move on to school. For example, they are confident and independent. They can manage their care needs and make choices about what they want to do with minimal support. Pre-school children learn to listen, sit nicely and maintain attention for short periods. They also learn to take turns, share and play well alongside others. Pre-school children develop literacy skills. During small-group phonic sessions, they look at books, sing and learn about the sounds letters make. Children who have special educational needs and/or disabilities benefit from some appropriate support. Therefore, they are beginning to catch up, albeit slowly.

## Setting details

<b>Unique reference number</b>	EY341108
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10069394
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Mrs Syliva Garness & Mrs Patricia Garness Partnership
<b>Registered person unique reference number</b>	RP522534
<b>Date of previous inspection</b>	31 October 2014
<b>Telephone number</b>	01886 821394

Tiblands Nursery School opened in 1966 and re-registered in 2006 at its new premises. The nursery employs six members of staff. Of these, three are qualified. The manager and deputy manager hold appropriate early years qualifications at degree level and one member of staff holds early years teacher status. The nursery operates all year around. Sessions are available Monday to Friday from 8am until 5pm. The nursery provides funded early education for three- and four-year-old children.

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