

Stoke Green Day Nursery

30 Stoke Green, COVENTRY CV3 1AA



Inspection date

9 November 2018

Previous inspection date

17 July 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of 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

The provision is inadequate

- The leadership and management of the nursery are weak. Leaders have failed to identify weaknesses in practice. There has been a significant decline in the quality of the provision since the last inspection.
- Children's safety and welfare is compromised. Risk assessment is poor and leaders fail to ensure that the premises are safe.
- Leaders do not provide every person working at the setting with a suitable induction to ensure they are clear about their role and responsibilities. They do not train new agency staff in their safeguarding policy.
- Staff deployment is poor. Leaders do not ensure sufficient numbers of staff are always available to meet the needs of babies. This compromises children's welfare and significantly hinders their progress.
- The monitoring of staff practices is weak. Leaders do not provide enough support to ensure staff improve their skills.
- At times, staff keep children waiting unnecessarily. This means that children are not consistently engaged in their learning.

It has the following strengths

- Staff are friendly and kind. Children respond positively to the gentle reminders from staff about what is expected of them.

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
use risk assessment effectively to ensure that children's safety is promoted fully, and ensure all staff are vigilant, aware of potential risks to children, and take prompt action to minimise these	09/02/2019
train all staff to understand the safeguarding policy and procedures	09/02/2019
ensure staff are deployed effectively to meet the needs of all children and to ensure their safety and emotional well-being	09/02/2019
improve arrangements for monitoring and supporting staff to identify and act on weaknesses in practice, and improve the quality of teaching and children's learning.	09/02/2019

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

- make effective use of self-evaluation to ensure that weaknesses in practice and breaches of requirements are quickly identified and acted on, to improve the quality of provision for children
- make improvements to some routines to ensure children are fully engaged in their learning and not kept waiting for too long.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector
Anne Clift

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Leaders fail to ensure that the premises are safe and that all potential hazards are identified and eliminated. Children are not safe when playing on the first floor of the nursery. Some windows open fully and are accessible to children. This puts them at significant risk. In addition, trailing electrical wires pose further risk of injury to children. Staff demonstrate an awareness of child protection matters. They understand the local procedures for raising a concern about the welfare of a child. However, leaders do not provide an effective induction to agency staff who are new to the setting. Leaders fail to train them in the nursery's safeguarding policy. This means they are unsure of the procedures to follow should they have concerns about a child's well-being. Although adult-to-child ratios are maintained, leaders do not ensure that sufficient numbers of staff are available to work with babies to meet their needs. Poor staff deployment means that at times, one member of staff is left to support and comfort five babies. This means that staff are unable to meet the individual needs of all babies and soothe them all when they become distressed. They do not notice when babies climb onto low level chairs. Staff were observed to leave very young babies in bouncing chairs for over 45 minutes during the lunchtime routine on the day of the inspection. They attended to them with a gentle bounce when they began to cry because they were occupied with older babies. This significantly compromises children's emotional well-being and safety, and hinders their learning. Effective partnerships with parents support new children to settle in and to build relationships. Parents appreciate the support provided by staff to help their children's continued learning at home. Staff keep parents informed about their children's progress. Staff receive some training to improve their personal effectiveness, however, leaders fail to identify weak areas of staff practice. They do not provide staff with effective support and coaching to help them to improve their teaching skills to benefit children. Self-evaluation is not robust enough to ensure that areas for improvement are identified and addressed.

Quality of teaching, learning and assessment is inadequate

Weaknesses in leadership and management, particularly those relating to staff deployment in the baby room, have a negative impact on the quality of teaching and children's learning. Babies wander around disengaged and upset because staff are unable to attend to each of their learning needs. Staff do not recognise how some routines disrupt children's learning. They expect children to sit and wait for extended periods of time. Pre-school children rolled around on the carpet, bored and restless as they waited for their turn to get changed into their outdoor clothes. Babies remained seated in chairs long after they have finished eating and cried with frustration. This said, staff plan a range of interesting activities that older children enjoy, such as chopping vegetables to make a healthy soup. They support children's imaginative ideas effectively. Children recreate familiar roles and experiences. They set up chairs to create a train and pretend to visit different places. Staff monitor children's progress closely and work with parents to plan for the next steps in children's learning.

Personal development, behaviour and welfare are inadequate

Children's safety and welfare are not assured, and babies emotional well-being is at risk.

However, some aspects of children's personal development are supported well. Staff follow appropriate hygiene routines and teach children about the importance of washing their hands. They help children to manage their personal needs and support their independence effectively. Children enjoy the nutritious home-cooked food and benefit from regular exercise, such as enjoyable games of football, and riding trikes and scooters.

Outcomes for children are inadequate

The learning and development experience for babies is poor. This hinders the progress they make. Babies are not motivated to play, explore and make new discoveries. However, older children generally concentrate well on activities they enjoy and gain some useful skills in readiness for starting school. They play together happily as they compose music with friends and sing to each other. Children are keen to practise making marks on illuminated writing boards and enjoy listening to stories.

Setting details

Unique reference number	EY430524
Local authority	Coventry
Inspection number	10069256
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	55
Number of children on roll	129
Name of registered person	Stoke Green Day Nursery
Registered person unique reference number	RP530808
Date of previous inspection	17 July 2014
Telephone number	02476 260672

Stoke Green Day Nursery registered in 2011. The nursery employs 15 members of staff who work directly with the children. Of these, 10 hold early years qualifications at level 3 and level 4, with two at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide early education places for two-, three-, and four-year-old children.

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