

# Bmca Nursery

Barlow Moor Community Association Ltd, 23 Mersey Bank Avenue,  
Manchester, Lancashire M21 7NT



<b>Inspection date</b>	13 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
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

### This provision is inadequate

- The provider has failed to notify Ofsted of a significant event, as required. This relates to an incident where a child left the premises unsupervised and unnoticed by staff.
- Risk assessments are ineffective. The manager and staff fail to identify risks in the outdoor area that pose a significant risk to children's safety and welfare.
- The manager does not ensure that staff understand safeguarding policies and procedures. Some staff do not have a secure understanding of wider safeguarding matters.
- Staff do not understand the procedures to follow in the event of a concern about the behaviour of a colleague.
- The manager does not monitor staff practice effectively. Supervisory sessions are not effective in helping staff to develop their practice or identify training needs.
- Staff demonstrate a poor understanding of appropriate behaviour management techniques.
- The key-person system is not effective. Children who have recently joined the setting are not given the support that they need to settle and develop bonds with staff.
- The quality of teaching is variable. Some staff do not provide children with the interactions and teaching that they need to make consistently good rates of progress.
- Staff do not consistently work with parents to find out what children already know and can do when they first start their placement.
- Self-evaluation is weak. The manager does not identify breaches in the statutory requirements and target areas for improvement promptly.

### It has the following strengths

- Staff provide children with many opportunities to help them to develop their physical skills. For instance, children confidently use climbing equipment, slides and bicycles.

## 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
ensure that effective risk assessments are completed to minimise and remove hazards to children in the outdoor area and ensure that these are implemented and followed daily	22/03/2019
ensure that all staff have appropriate training to enable them to have a thorough understanding of wider safeguarding issues and ensure they understand how to respond to any inappropriate behaviour displayed by persons working with children to enable them to protect children from harm	22/03/2019
improve the arrangements for the supervision of staff, which provides coaching and appropriate training, to enable them to fully understand how to promote children's welfare and learning	22/03/2019
ensure that staff understand how to promote children's behaviour positively and that unwanted behaviour is managed in an effective and appropriate manner	22/03/2019
implement an effective key-person system to ensure that staff help new children to settle and meet their individual needs and emotional well-being	22/03/2019
improve the quality of teaching so that all children make consistently good progress	22/03/2019
ensure that systems to gather information from parents about what children already know and can do when they first start are consistently implemented and that all staff have a suitable understanding of how to plan for new children's next steps in learning.	22/03/2019

### Inspection activities

- This inspection took place following the risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She held a telephone conversation with a local authority adviser.
- The inspector held meetings with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to parents and grandparents on the day of the inspection and she took account of their views.

**Inspector**

Savine Holgate

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The manager does not monitor the quality of the setting effectively. This has led to several breaches of the safeguarding and welfare requirements that pose a significant risk to children. An incident occurred in September 2018 where a child left the setting unaccompanied and unnoticed by staff. A parent alerted a member of staff that the child was outside the setting and the child was returned safely. The manager investigated the incident and reported it to parents. She reviewed the security arrangements and ensured that measures were put into place to help to prevent it happening again. The manager reported this to the provider. However, the provider failed to meet his responsibilities to notify the incident to Ofsted, as required. The premises are now secure. However, risk assessments are weak. The manager and staff do not thoroughly check the outdoor area before allowing children out to play. Additionally, they are not vigilant to risks that occur throughout the session. For instance, on the day of the inspection, the inspector discovered used cigarettes and a bag which contained a hazardous substance in the outdoor area. This poses a significant risk to children's safety. The manager does not ensure that staff have a suitable understanding of safeguarding policies and procedures to protect children. For instance, staff's understanding of wider child protection issues is weak. Additionally, staff do not understand the procedures to follow in the event of a member of staff acting inappropriately towards a child. The manager provides staff with some supervisory sessions, however, these are not effective. Staff do not receive ongoing support, coaching and feedback on their practice. This means that the manager has failed to identify weaknesses in staff practice and seek appropriate training to help them to improve. Despite this, suitability checks are carried out on staff and ongoing suitability is monitored. Adult-to-child ratios are maintained. Staff are now deployed appropriately. For example, staff ensure that they deploy themselves effectively indoors and outside, to offer appropriate levels of supervision for children.

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

Despite staff being well qualified, teaching is inconsistent. Outside agencies provide plans for staff to support children, however, staff do not consistently implement these. For instance, staff do not always use picture cards during communication with children who have limited language. Staff sometimes store these in a cupboard and they are not readily available. This affects children's motivation and engagement in play and learning. Staff do not consistently implement systems to involve parents in completing children's initial assessments. This means that staff do not always have a secure understanding of new children's level of development on entry. That said, some staff demonstrate suitable teaching skills and they plan some activities that children enjoy. For instance, children enjoy using paintbrushes and water to make marks outside. Staff play alongside children and challenge them to copy their large movements. This helps children to develop their physical skills in preparation for early writing. Despite the inconsistencies in staff completing initial assessments, overall, staff complete regular ongoing observations and assessments of children's learning. These are accurate and shared with parents. Staff provide many opportunities to help children to learn about the wider world that they enjoy. For instance, children explore dressing-up clothes and taste foods from other countries. This helps to enhance their understanding of diversity.

**Personal development, behaviour and welfare are inadequate**

The weaknesses in leadership and management impact significantly on children's welfare. Additionally, the key-person system is not effective in meeting the needs of new children. For instance, new children are left to wander around and staff do not interact with them. Staff do not use what they know about children's likes and dislikes to support their emotional well-being. For example, some new children become upset when music is played. Children's behaviour is suitable, overall. However, new children struggle to engage in routines, such as sitting down at snack time, and they run around the room instead. Staff demonstrate a poor understanding of how to respond to and manage children's behaviour appropriately. For instance, they state that they often bribe children to sit down by offering them biscuits. This demonstrates a weak understanding of how to promote children's positive behaviour. Despite the weaknesses, children who have attended the setting for some time are confident and self-assured. Staff ensure that children's nappies are changed promptly and suitable hygiene practices are followed.

**Outcomes for children require improvement**

The weaknesses in the quality of teaching affects children's ability to make consistently good progress. This includes children who are funded and those with special educational needs and/or disabilities. However, some children are developing the skills required for school. For instance, three-year-old children are competent communicators. They enjoy drawing pictures, such as of their face, and hold their pencils with control. Some children who are two-years-old persevere when presented with a challenge. For instance, they try hard to place pieces into a puzzle board. Children demonstrate suitable levels of independence. For example, they help to spread cheese on crackers and pour drinks at snack time.

## Setting details

<b>Unique reference number</b>	EY557940
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10094498
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Barlow Moor Community Association Ltd.
<b>Registered person unique reference number</b>	RP557939
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 446 4805

Bmca Nursery re-registered in 2018. The nursery employs six members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 5 and five members of staff hold an appropriate early years qualification at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and they operate an after school facility from 3pm until 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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