

# Fountains Spring Day Nursery

The Maltings, Maltings Road, HALIFAX, West Yorkshire HX2 0TJ



<b>Inspection date</b>	18 April 2019
Previous inspection date	10 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
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

### This provision is inadequate

- The management and new staff members do not always implement the setting's safeguarding policies and procedures in practice. For example, staff in the baby room do not recognise the signs and symptoms of abuse and do not take prompt action where concerns arise about a child.
- Although the setting maintains its ratio requirements, the management team does not ensure staff are deployed effectively to keep infants and very young children safe.
- The management team does not implement effective risk assessments which help to recognise and minimise hazards to children's safety.
- The management team does not follow the advice it is given from the local authority health and safety inspector, to help prevent further accidents and serious injuries to children in the outdoor play areas.
- The management team does not ensure children's and staff's medication is stored safely. It does not ensure staff have easy access to information and records, which help them respond promptly to a child in the event they become unwell at the setting.
- Staff do not maintain accurate registers of attendance. This leaves children potentially unaccounted for and at significant risk in the event of a fire or emergency evacuation.
- Monitoring of new staff's professional development is not effective to ensure they fully understand all procedures in relation to child protection, health, safety and children's well-being covered in their induction.
- The management team does not monitor staff's performance closely enough to consistently maintain good levels of teaching for very young children and infants.

### It has the following strengths

- Staff in the toddler and pre-school room work collaboratively with parents and external professionals, to ensure children's individual learning and care needs are met.

## 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
ensure that all staff understand and implement the setting's safeguarding policies and procedures to enable prompt action to be taken where concerns arise about a child's welfare	13/05/2019
ensure staff are deployed to meet the needs of all children and to ensure their safety, with particular regard to times when staff complete daily care routines	13/05/2019
implement effective systems to identify risks and hazards, and ensure action is taken to reduce and minimise these, with particular regard to the safety of play equipment used outdoors and the safe storage of nappy-changing equipment	13/05/2019
implement robust systems for the administration and storage of medication that ensure the safety of children, with particular regard to secure storage, disposal of out-of-date medication and clear labelling of each and every medication	13/05/2019
ensure that all necessary information and permissions are obtained for children's medication and that this is kept where it is easily accessible to staff so they can respond to children's medical needs in a prompt and appropriate manner	13/05/2019
ensure staff's medications are stored safely	13/05/2019
ensure children's attendance records are accurately recorded and maintained	13/05/2019
implement effective systems for the supervision of staff, which identify areas for improvement in staff's practice and provide support, coaching and training so that staff understand their roles and responsibilities and promote the interests of children.	13/05/2019

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

	Due date
review educational programmes to ensure all children receive good-quality learning opportunities, which meet their individual learning needs and are well matched to their age and stage of development.	06/06/2019

## Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector considered the views of parents and staff during the inspection.
- The inspector held meetings with the management team and directors to discuss policies, procedures and other records regarding health and safety.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager. She discussed the setting's self-evaluation procedures and reviewed staff's training and professional development plans.

**Inspector**

Jennifer Dove

## Inspection findings

### Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. Although the setting has clear safeguarding policies and procedures in place, and staff receive regular training to help them identify the signs and symptoms of abuse, they fail to recognise and respond to concerns about a child's welfare when they arise. This potentially delays a child from receiving the early help they need and puts their safety and well-being at significant risk. The management team does not ensure staff's and children's medications are stored safely in the setting. It has not yet implemented an effective procedure to ensure staff have easy access to children's medication and records, to help them to respond promptly in emergencies if a child becomes unwell at the setting. Staff do not follow the setting's medication policy and procedure. For example, they do not return medication to parents when they collect their children from the setting. This results in a large volume of medications being left at the setting, which have passed their expiry date. Staff do not ensure all prescribed and non-prescribed medications are correctly labelled. Furthermore, they use some medications which have been dispensed into sandwich-box containers and are not in their original packaging. This is a breach of the statutory requirements and puts children's health and safety at significant risk. When made aware of the significant risks to children, the management team did not communicate clearly to staff when they took action to move the medication. This further increased the risks to children in the event they became unwell and required their medication in an emergency, for example if a child required their inhaler. In addition, staff do not maintain children's daily registers which are used in the event of a fire or emergency evacuation. The management team does not ensure newly recruited members of the staffing team receive thorough inductions to help them understand and implement the setting's policies and procedures. The management team does not monitor staff's performance closely enough and fails to respond to significant weaknesses in practice where they are identified. This results in wide differences to the quality of teaching and learning, particularly for children in the baby room.

### Quality of teaching, learning and assessment is inadequate

Staff working with very young children and infants demonstrate a significant weakness in understanding their roles and responsibilities. They do not plan and organise themselves effectively enough to help engage very young children and infants in their learning. As a result, the baby room becomes chaotic and disorderly. For example, very young children climb and crawl across tables. They run around in circles and bump into staff and fall over furniture. Staff fail to respond effectively to this which disrupts children's learning and results in preventable accidents. Staff do not recognise effective ways to help support very young children's emerging communication and language development. For example, they miss opportunities to help infants learn new words and explore making different sounds during play. Staff do not follow children's lead and fail to recognise effective ways to help them explore their surroundings and develop their physical skills. They do not provide infants with the reassurance they need to help them feel safe and secure. For example, staff leave infants unsupervised, screaming and crying on their stomachs until it is pointed out to them that the child is distressed. At inspection, when these concerns were shared with the manager, she did not take immediate action to address these and only did so when asked by the inspector. However, children in the

toddler and pre-school room enjoy the activities staff plan for them. Toddlers explore sensory trays filled with feathers, chicks and jelly. They develop their language skills as they sing songs and describe different textures and feelings. Older children in the pre-school room enjoy taking part in physical activities. They develop good literacy and mathematical skills as they learn positional language and recognise different letter sounds in words. Children follow actions and develop their physical skills as they jump, stomp and clap their hands in time to the rhythm of the music.

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

The significant weaknesses in leadership and management greatly compromise children's health, safety and well-being. The management team demonstrates a significant weakness in understanding the requirements. It does not ensure risk assessments are effective. The manager has failed to respond to recommendations made by the local authority health and safety inspector, in order to improve the safety of the equipment used during outdoor play, after a child sustained significant injuries during an accident at the setting. Very young children and infants have easy access to plastic nappy sack bags and baby wipes. Staff are not deployed effectively and do not supervise infants and babies well enough at key times during the day. This results in babies easily accessing and sucking on baby wipes while the only member of staff supervising them is busy changing another child's nappy. This puts children's safety at significant risk. However, children's independence is fostered well during mealtime routines. Older children eat in the canteen and collect their own trays and meals from the service counter. Toddlers help to serve their own meals. Babies and infants learn to use spoons to help feed themselves. Children attend outings in the local and wider community. This provides opportunities for children to meet new people, develop their social skills and experience diverse communities.

### **Outcomes for children are inadequate**

Children in the baby room do not make the progress of which they are capable, due to significant weaknesses in the leadership and management and the quality of teaching and learning. Infants and very young children have limited experiences as staff do not provide rich opportunities to support their emerging development. Teaching is not well matched to the individual needs of very young children and infants, which means they are not engaged and motivated in their learning. However, older children in the toddler and pre-school rooms, including those with special educational needs and those who speak English as an additional language, are making good rates of progress. Older children have some opportunities to develop their early mark-making and writing skills. Staff work well with the different schools children will be attending, to help prepare them for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY427989
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10074790
<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>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	107
<b>Number of children on roll</b>	163
<b>Name of registered person</b>	Fountain Springs Day Nursery Limited
<b>Registered person unique reference number</b>	RP904340
<b>Date of previous inspection</b>	10 June 2016
<b>Telephone number</b>	01422 357967

Fountains Spring Day Nursery registered in 2011 and is located in Halifax, West Yorkshire. The nursery employs 32 members of childcare staff. Of whom, two hold early years professional status, one member of staff holds a qualification at level 6, one member of staff holds an appropriate qualification at level 5, 19 hold appropriate early years qualifications at level 3, and two hold appropriate qualifications at level 2. The nursery opens from 7.30am to 6pm on Monday to Friday, all year round, except for bank holidays and two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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