

Inspection of Prepcare Nursery Rugby

43 Cromwell Road, Rugby CV22 5LY

Inspection date:

18 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children play in a safe and secure environment. They build relationships with staff and make friendships with the other children. Staff spend time finding out about children's interests and care routines from parents. However, settling-in procedures for younger children to do not always support their personal and emotional development.

Children generally behave well. They listen to what others have to say and they take turns. Older children learn to negotiate through play and they learn about the impact of their behaviour on others. While staff recognise children's good behaviour, they do not always follow the behaviour management policy when handling the behaviour of younger children.

Children access a variety of resources and follow their interests. They enjoy showing staff what they can do, such as completing puzzles, counting and recognising numbers from zero to 10. Activities take into account children's interests. However, procedures for accurately identifying children's next steps in learning to support planning are not secure.

Children learn about the wider world and diversity. Staff gather words from parents to support children to communicate within the nursery. Children learn about traditions and cultural celebrations. They access books and resources that reflect positive images of people from different cultural backgrounds.

What does the early years setting do well and what does it need to do better?

- Managers and staff build close relationships with children and parents. They actively encourage parents and grandparents to become involved in nursery life, for example, through open days and parent workshops.
- Staff gather information from parents about their child and spend time getting to know them. Parents are encouraged to bring their children to visit the nursery to become familiar with the environment and begin to form relationships with staff. A gradual settling-in process is in place within the nursery for all children. However, this does not always support children's emotional needs as effectively as it could within the baby room, as at times children become very distressed.
- Staff encourage children's awareness of the wider community and the people that help us. Children learn about service dogs who support the armed forces and also those closer to home, such as guide dogs.
- The quality of education across the nursery is variable. Staff observe children involved in activities, both inside and outdoors. However, they do not consistently use the information they gain to accurately identify children's level of development. Staff do not plan appropriate next steps based on what they

have seen children do.

- Procedures for the safe recruitment of staff are in place. The manager spends time with staff discussing policies and procedures within the nursery. She regularly observes staff and talks to them about their practice. Individual supervisory sessions enable staff to identify professional development opportunities to support them in their role. However, monitoring of staff practice is not robust enough. While the manager ensures staff are fully aware of what is required within their role, procedures for ensuring these are suitably implemented are not in place. Staff do not ensure all required documentation is completed as needed, specifically accident records, and staff do not consistently implement the handling children's behaviour policy, particularly within the toddler room. For example, younger children are not made aware of why they have been moved away from a situation or why their behaviour is not acceptable.
- Older children enjoy being physically active. They engage in activities that encourage them to move to music in different ways and spend time outdoors each day. Children learn about how food grows. They regularly check the tomatoes they have planted in the garden to see if they have turned red and are ready to eat. Children climb and learn how to stay safe when playing on large apparatus.
- Staff communicate with parents daily. They inform them about their child's day and the activities they have enjoyed. Parents also access information about their child's progress through an online application.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are knowledgeable of the signs that a child may be at risk from harm and neglect, and the safeguarding procedures to follow. Effective procedures are in place to ensure staff and visitors do not use their mobile phones in the presence of children. Security within the nursery is good. Staff assess all areas of the nursery and garden before children arrive and are vigilant throughout the day to the safety of the children. They follow care procedures appropriately, such as the administration of medication. The manager follows secure recruitment processes to ensure staff are suitable to care for children. Staff-to-child ratios meet requirements.

What does the setting need to do to improve?

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

	Due date
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ensure that staff supervision is effective in providing them with the training and coaching they need to improve systems for observation and assessments so that children make the best progress they can	31/10/2019
keep a written record of accidents or injuries and first-aid treatment.	27/09/2019

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

- develop more-effective strategies to ensure the emotional security of babies new to the setting
- improve practice for helping younger children understand how their behaviour affects other children.

Setting details

Unique reference number	EY543315
Local authority	Warwickshire
Inspection number	10123309
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	57
Number of children on roll	89
Name of registered person	Prepcare Day Nurseries Ltd.
Registered person unique reference number	RP539550
Telephone number	01788220164
Date of previous inspection	Not applicable

Information about this early years setting

Prepcare Nursery Rugby registered in September 2017. It operates from a purpose-built building in Hillmorton in Rugby. The nursery is open all year round from 8am to 6pm. It employs 14 members of staff, 13 of whom hold appropriate early years qualifications ranging from level 2 to level 6. The nursery is in receipt of funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Tracey Boland
Johanna Holt

Inspection activities

- The inspectors and the manager completed a learning walk throughout the nursery to understand how the nursery operates and the curriculum is organised.
- A joint observation was carried out by one of the inspectors and the nursery manager.
- The inspectors spoke to staff, parents and children at appropriate times throughout the inspection.
- The inspectors held a meeting with the provider and nursery manager.
- The inspectors looked at relevant documentation and evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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