

Inspection of Branston Community Academy Day Nursery

Station Road, Branston, Lincoln LN4 1LH

Inspection date: 11 December 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's health and safety is significantly compromised. The premises are not secure and uninvited visitors are able to gain entry. Risk assessments by staff are not effective and do not minimise risks to children. Consequently, children have accidents, and staff fail to record these. During sleep routines, children are not protected from the spread of infection as they do not have individual bedding. Children miss opportunities during experiences and activities to enhance their learning consistently. This is because the staff interaction with children is varied between the group rooms in the nursery.

Children's progress is not monitored effectively. Not all children make the progress they are capable of because staff are inconsistent in the way they deliver the educational programmes. The manager does not have an accurate overview of staff practice, some children's assessments, and where all children are in their development. Staff complete training and participate in regular supervision. However, they do not always implement their new skills and knowledge to ensure consistency in practice. Most staff have a clear understanding of how to support their key children in the next steps of their learning.

Overall, children are happy, settled and enjoy their time at this well-resourced and welcoming nursery. Children's behaviour is good. They have a positive attitude to their learning. For example, pre-school children work cooperatively to tidy away the toys ready for lunch.

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

- Children's safety is not assured. Staff do not ensure that all external doors are locked and secure. This does not prevent unauthorised visitors from gaining entry and puts children at risk of harm.
- Staff do not complete risk assessments effectively. Children are exposed to hazards. For example, the internal fire door to the kitchen is propped open and children have the potential to gain access to this area. Additionally, children bump their heads on certain equipment outside, such as an open window of the playhouse. Furthermore, staff fail to record these accidents and share them with parents, which is a legal requirement.
- Children's health is not promoted effectively. Staff health and hygiene practices do not ensure children are not exposed to cross infection. For example, staff do not clean bedding after each child has used it in order to minimise the spread of germs. Furthermore, staff do not encourage children to put their hands over their mouths when they cough.
- Most staff have a secure understanding of safeguarding policies and procedures. However, not all staff have a secure knowledge about how to protect children

from extreme views and the risk of radicalisation.

- Some staff are not familiar with the requirement to keep a record of the progress check for children between the ages of two and three years of age. There is no evidence of the written summary to support the assessment of children's progress.
- Despite regular staff supervisions there is no direct impact on improving the quality of education for all children. Although staff receive a variety of training they do not implement their new skills across the whole nursery. This does not promote the educational outcomes for children consistently.
- Staff miss opportunities to extend and enhance children's learning and support their independence skills. Staff interaction with children is variable. For example, in the 'Tweenies' room, staff peel oranges for the children instead of letting them try for themselves. Practice in the pre-school room, though, is stronger and staff use effective questioning to encourage children to be independent and think for themselves, such as trying to find the right-sized envelope for a Christmas card.
- Children access a wide variety of books and stories, which they enjoy sharing with one another. They are able to demonstrate their knowledge of familiar stories and guess what comes next. Babies excitedly join in with familiar actions to popular stories. This promotes good communication and early literacy skills.
- Parents speak highly of staff and of the support they provide. They state they feel listened to and value the information shared with them through newsletters and online learning journals. The nursery works hard to be an integral part of the community, taking part in joint events such as Remembrance Day, which enable the children to develop a wider sense of belonging. This also helps to broaden children's learning from home.
- Overall, children form secure attachments with staff and they behave well. Pre-school children are active learners. Staff are kind and children enjoy their time in nursery. Some staff engage older children in conversation and listen to what they have to say. The gestures and babbles of babies are responded to in a warm and positive manner.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not always carry out risk assessments to ensure the premises are secure or identify and minimise any hazards to children. Not all staff are aware of or confident about the wider aspects of safeguarding, such as protecting children from extreme views and ideas. This does not help to keep children safe. However, staff are aware of the different types and signs of abuse. They know what procedures they must follow should they have a concern about a child in their care. 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, the

provider must:

	Due date
ensure that the premises are safe and secure so that unauthorised individuals cannot gain entry	03/01/2020
ensure that all staff develop their knowledge and understanding of wider safeguarding issues, such as the 'Prevent' duty guidance	03/01/2020
improve arrangements for the supervision and coaching of staff to ensure that professional development has a clear focus on raising the quality of teaching to a consistently good level	03/01/2020
ensure that all accidents are recorded and shared with parents	03/01/2020
ensure that all staff consistently implement effective risk assessments, to identify and reduce potential risks and hazards to children	03/01/2020
ensure the good health of the children is prioritised and necessary steps are taken to prevent the spread of infection especially with regards to the use of sleeping bags	03/01/2020
ensure the required progress check for all children between the ages of two and three years is completed and a copy of the summary is kept.	03/01/2020

Setting details

Unique reference number	253726
Local authority	Lincolnshire
Inspection number	10072688
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	45
Number of children on roll	60
Name of registered person	Branston Academy Trust
Registered person unique reference number	RP517306
Telephone number	01522 880420
Date of previous inspection	27 January 2016

Information about this early years setting

Branston Community Academy Day Nursery opened in 1990 and re-registered in 1999. It is in Branston and is run by the governors of the Branston Community Academy Trust. The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including one who holds an honours degree in early years childhood studies and two who hold appropriate qualifications at level 5. The nursery opens from Monday to Friday all year round, except for bank holidays and for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Laura Cook

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning and development.
- The inspector accompanied children to the Christmas bus and to the library.
- The inspector undertook a learning walk of the nursery with the manager and the deputy, and discussed how the curriculum is organised.
- The manager and the inspector carried out two observations together and evaluated the impact on children's learning.
- The inspector held discussions with staff and children at appropriate times throughout the inspection.
- The inspector sampled some of the nursery's documents. This included evidence about staff training and supervision.
- The inspector spoke with parents at appropriate times during the inspection.

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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