

Inspection of Alcester Nursery Studio Limited

Our Ladys Catholic Primary School, St. Faiths Road, ALCESTER, Warwickshire B49 6AG

Inspection date: 13 February 2020

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

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The nominated person for the directors' board has taken a step back from the nursery and because of this there have been recent management changes as well. However, those responsible for running the nursery have overlooked their duty to inform Ofsted of these changes and, furthermore, a previous serious incident as well. Staff spend time with children when they first start, which helps them to get to know them well. Children settle quickly within the environment. They are relaxed and happy attending. However, children's feelings of security are somewhat misguided as some of those on the directors' board have not been suitably vetted. Teaching is variable. The arrangements for the performance management of staff are not precisely focused on equipping them with strong teaching skills. Therefore, staff's expectations of what children can achieve are not consistently good enough. That said, staff promote positive behaviour in the nursery and, in the main, children behave well throughout. The curriculum offered is generally broad. Toddlers enjoy learning about cities and towns using fact books. They have opportunities to create their own town by drawing and cutting out with paper and playing with small-world vehicles on their creation. Pre-school children enjoy learning about space from visual fact books during mat time. They like pretending to be astronauts and have opportunities to paint pictures of the sun and the planets at the creative area. However, recent changes to the planning mean that the new methods are still being embedded. Children occasionally struggle to remain enthused about certain activities planned. Furthermore, children with special educational needs and/or disabilities (SEND) are not always well supported or encouraged to join in with what is provided. Nevertheless, overall, the majority of children gain the key skills they need for the future.

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

- The nominated person has recently taken a step back from the nursery. However, she has failed to notify Ofsted of significant changes to the directors in charge of the nursery. This means the new chair of the nursery board and a further three other new directors are not suitably vetted for their roles, despite already taking them on. This does not help to protect children from harm.
- Managers have also failed to notify Ofsted of a serious event where, due to a brief lapse in supervision of the children, a child managed to get out of the nursery from the side gate onto the path of the enclosed car park of the attached school. The child was found immediately, managers investigated what happened and appropriate action was taken at the time to prevent reoccurrence.
- Overall, staff make accurate observations and assessments of children's learning that take account of parents' opinions. They have recently decided to adopt a new approach to planning. Staff have sought guidance from another local setting and have received training on this new method. Staff provide activities

based on children's interests and themes. However, they do not consistently take account of children's individual learning needs, including key next steps. This means that these are not always planned for in a purposeful way to promote best progress.

- The nursery's special educational needs coordinator is knowledgeable in her role. She completes inclusion plans aimed at offering children individualised support. She also liaises closely with external professionals for guidance, such as speech and language therapists. The nursery staff provide initiatives for some children, such as language enrichment groups. However, on occasions, key persons do not offer children with SEND continually high-quality interactions or appropriate targeted intervention during their attendance. This does not help to fully meet their needs.
- All children enjoy outdoor experiences. Toddlers delight in exploring sand and construction materials, and pre-school children like messy play with dinosaurs in water mixed with cornflour. Staff talk to children about what they are doing. Overall, children can follow direction and listen to staff when required. They learn to play nicely alongside or with their peers in small groups.
- Staff promote literacy and mathematics in the setting. Toddlers enjoy counting, sorting and matching games. They also like reading stories with staff. Pre-school children measure and mix ingredients to bake cakes, and they count backwards as they discuss how rockets blast off with staff. Pre-school children also like participating in music sessions and storytelling times.
- Staff are supervised by managers who take the time to consider their well-being as a priority. They benefit from opportunities to upskill, including safeguarding and first aid. However, managers do not monitor staff's teaching practice as rigorously as possible. This does not help staff to continually provide all children with good-quality education.
- Staff build children's confidence and promote their physical well-being. Children learn to manage their personal needs from a young age as toddlers are helped to toilet train. Pre-school children put on their own coats and boots before playing outside and they are able to access healthy snacks freely when they wish. Staff encourage exercise. For example, pre-school children confidently use a swing rope outside.
- Staff promote equality and they challenge certain things within the nursery, such as gender stereotypes. They find out about children's home lives and value their diverse backgrounds, languages and cultures. Staff promote a level of acceptance in the nursery.
- Staff share information with parents using a variety of methods to reach all those using the nursery. Parents are extremely happy with the quality of care their children receive and they recommend the nursery highly.
- Self-evaluation is in place. The manager sets key targets for the future and aims to further enhance staff's teaching skills and embed the planning. She is also getting to grips with her role in monitoring children's progress. Overall, she aspires to develop practice and has ambitions to maintain high standards.

Safeguarding

The arrangements for safeguarding are not effective.

The nominated person and managers running the nursery have failed to notify Ofsted of changes to the directors' board and also the above-mentioned serious incident. The new chair of the board and three other newer directors are, therefore, not known to Ofsted. Regardless of this, they are already acting within these roles without the required checks. This includes generally having an oversight of the day-to-day running of the nursery and spending time in the setting. This does not help to keep children safe. That said, the premises are robustly secure and children are well supervised. The environment is routinely risk assessed to manage any potential hazards. Managers and staff have a sound understanding of child protection issues. They are clear about their responsibility to be alert to various concerns and know how to manage these.

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
ensure that all directors are suitably vetted for the role by supplying Ofsted with the information needed to complete required checks in a timely way	28/02/2020
ensure that children's individual learning needs, including key next steps, are planned for in a purposeful way	01/05/2020
ensure key persons offer children with SEND continually high-quality interactions and targeted intervention to help meet their needs	01/05/2020
extend performance management processes and monitor staff's teaching practice more closely to help continually provide all children with good-quality education.	01/05/2020

Setting details

Unique reference number	EY410723
Local authority	Warwickshire
Inspection number	10116439
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 11
Total number of places	55
Number of children on roll	71
Name of registered person	Alcester Nursery Studio Ltd
Registered person unique reference number	RP523076
Telephone number	01789765780
Date of previous inspection	27 April 2016

Information about this early years setting

Alcester Studio Nursery registered in 2010. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above. The nursery operates term time only in the main, except for four weeks during the summer holidays when a holiday club is provided. Sessions are available Monday to Friday from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- The inspector had a tour of the premises with the nominated person of the directors' board and the nursery manager. She discussed with them the environment, resources and curriculum provided.
- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the nursery's deputy managers. They observed a planned creative activity in the pre-school room.
- The inspector spoke to staff and held a meeting with the nursery's management team.
- The inspector looked at relevant records and documentation. She also checked evidence of the suitability of all directors and the manager and staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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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