

Willow Nursery and Pre-School

Inspection report for early years provision

Unique reference number	EY281171
Inspection date	02/10/2008
Inspector	Michelle Tuck and Joyce Bowler
Setting address	Charlton Road, Shepton Mallet, Somerset, BA4 5PG
Telephone number	01749 347006
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Willow Nursery and Pre-school opened in 2004. The nursery operates from two buildings on the Shepton Mallet Leisure Centre site. The nursery is divided into the baby annex for children from three months to two and a half years and the pre-school for children from two and a half to five years. They share access to an enclosed outdoor play area and also have the use of other facilities such as a sports hall and extensive grounds.

The nursery is open each weekday from 08.00 to 18:00, all year round. They are registered for a maximum of 43 children under five years on the Early Years Register. There are currently 51 children on roll.

The nursery employs eight staff of whom seven hold a level 3 qualification in early years.

Overall effectiveness of the early years provision

Children's needs are not sufficiently met in all areas of their welfare and learning due to staff's limited understanding of the Early Years Foundation Stage (EYFS), and some staff's inexperience. Everyday practices in the baby annex do not ensure that children's health and safety and individual progress is effectively promoted. Older children are happy and confident within the setting and have access to a generally good range of resources, however planning and assessment overall for the EYFS is still in its infancy and therefore individual needs are not always planned for sufficiently. Staff are not effectively monitored which impacts on the setting's ability to make improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- develop the assessment system in order to ensure that it may be used to inform the planning for children's individual needs and interests (organisation) 03/11/2008
- ensure that staff support children in their learning and development to ensure they make progress in all areas of learning. (organisation) 03/11/2008

To improve the early years provision the registered person should:

- ensure the flooring in the nursery is hygienic and safe for use by crawling babies
- ensure the internal gates (baby room annex) are secured safely at all times
- ensure that the attendance register (baby annex) contains emergency

contact details for children's parents and carers.

The leadership and management of the early years provision

Most staff have sound knowledge and understanding of safeguarding issues and are aware of their roles and responsibility to keep children safe and report concerns. There are clear procedures in place for the recruitment and vetting of staff which further helps to safeguard children. Risk assessments are completed, however, these are not always effective in promoting children's safety during everyday activities. For example, the gates in the baby annex are not always shut or fixed in an open position, and children catch their fingers and bump themselves. Children also frequently trip and fall on toys which are strewn over the floor.

The nursery's self-evaluation identifies some areas for improvement, such as to make information technology more accessible to children and to complete the outdoor area. However key aspects have been overlooked such as, staff deployment, which is not always effective in promoting children's learning and development. For example, new, inexperienced staff at times are involved in housekeeping duties, such as washing up and cleaning duties, which results in babies going uncomforted when distressed. Some staff lack a full understanding of how to support children's play to maximise their learning. There is no effective monitoring system in the baby annex to highlight strengths and weaknesses which results in poor experiences for the youngest children.

Parents are made welcome and discuss their child's needs with staff. Those who have English as an additional language are valued and included. For example, staff learn key words in the home language, to use in the nursery setting. Parents receive information about their child's learning at regular parents' meetings, and find out about events through news letters and the parent notice board.

The quality and standards of the early years provision

Children are not making sufficient progress in their learning and development. Babies and younger children are not adequately supported in their play. Children that do not demand attention are often ignored, some hiding under tables for long periods of time. The deployment of inexperienced staff in this area impacts on children's learning. Staff spend time changing nappies, checking sleeping babies and washing up, all of which are important, however as a result there is very little interaction and children wander around aimlessly.

Children's health and safety is compromised. The carpet in the baby annex is dirty, outdoor shoes are worn in this area where crawling babies play. Babies and young children put toys into their mouths and these are not removed to be cleaned. There are reminders around the room for staff to practise safe procedures, however there are toys on the floor which children frequently trip on, also crayons and pencils which are a potential choking hazard to young babies and children. Children enjoy regular outside play and are offered a range of healthy snacks. Children in the pre-

school choose when they want to have their snack, pour their own drinks and pass the plate of fruit to their friends. Dietary needs and allergies are recorded and adhered to. Good hygiene practices are in place and staff act as good role models, for example gloves and aprons are worn when changing nappies. Children's accident and medication record is kept appropriately, also fire drills are carried out and recorded, however there are inconsistencies of practice. The baby annex register does not include contact details and children's emergency contact details are not taken out during a fire drill, therefore in the event of a fire staff would not be able to contact the parents easily. The setting is very secure and access to the provision is closely monitored. Daily risk assessments are carried out and staff's good knowledge and understanding of child protection issues helps to safeguard children.

Children in the pre-school generally behave well. They take turns and share resources, receiving praise from staff which helps to boost their self esteem. Children are confident to talk with visitors and have good relationships with each other and staff. They are eager to take part in activities and do so with enthusiasm. Children talk about the days of the week, the month and season. They count how many children are present, however this is not extended to encourage them to practise simple calculations, for example, 'we have eleven boys and six girls, how many altogether?'. Planning and assessment covers all areas of learning and assessments identify children's attainment in some areas, but are not used consistently to plan for their next step.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Inadequate
How well does the provision promote inclusive practice?	Inadequate
The capacity of the provision to maintain continuous improvement.	Inadequate

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Inadequate
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Inadequate
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Inadequate
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Inadequate
How well are children helped to stay safe?	Inadequate
How well are children helped to be healthy?	Inadequate
How well are children helped to enjoy and achieve?	Inadequate
How well are children helped to make a positive contribution?	Inadequate
How well are children helped develop skills that will contribute to their future economic well-being?	Inadequate

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider, or Ofsted, to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.