

New Moon Nursery

Inspection report for early years provision

Unique reference number EY417873
Inspection date 01/06/2011
Inspector Shaheen Matloob

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Type of setting Childcare on non-domestic premises

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

New Moon Nursery is owned and managed privately. It was registered in October 2010 and operates from a converted detached house standing in its own grounds, with eight playrooms over three levels to cater for children of different ages. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area of Glasshoughton, Wakefield and serves the local and surrounding community. It is open each weekday from 8am to 6pm for 52 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time. There are currently 24 children aged from birth to under five years on roll, some in part-time places.

There are four members of staff, including the manager, and all staff hold appropriate early years qualifications to at least NVQ Level 2. The manager holds a recognised teaching qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The nursery provides a warm and caring atmosphere where staff meet children's health needs and manage their behaviour well. However, children are not effectively safeguarded due to the weakness in policy practice and staff knowledge. Legally required documentation is inadequate, does not meet requirements or is not available or shared with parents, including safeguarding and complaints procedures. There are no arrangements in place for an effective key worker system or to carry out observational assessments. There are also breaches to staffing ratios as the manager is counted in the ratios. The action plans for future development are not well targeted to identify significant weaknesses and prioritise effectively. However, based on the manager's clear vision and staff's motivation to seek further improvement, there is likely to be some improvement to the provision.

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:

- improve the existing safeguarding policy to include information about the procedure to be followed in the event of an allegation made against a member of staff or volunteer (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare 17/06/2011

- Register)
 - take necessary steps to safeguard and promote the welfare of children by ensuring that staff whose suitability has not been checked do not have unsupervised contact with children who are being cared for (Suitable People) (also applies to both parts of the Childcare Register) 02/06/2011
 - devise and implement a policy to ensure equality of opportunity, which includes information about how children will be supported, including those with special educational needs and/or disabilities (Safeguarding and promoting children's welfare) 17/06/2011
 - make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 17/06/2011
 - keep a record of complaints and any subsequent action taken (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 17/06/2011
 - organise an effective key worker system in order to meet children's individual needs and liaise with parents (Organisation) 17/06/2011
 - undertake sensitive observations and assessments, matching these to the expectations of the early learning goals in order to plan and provide appropriate experiences for each child's stage of development and to help them make progress towards the early learning goals (Organisation). 17/06/2011

To improve the early years provision the registered person should:

- ensure that staff have an up-to-date knowledge of safeguarding issues and are able to implement the nurseries policy and procedures appropriately
- develop arrangements to work in partnership with others to regularly communicate and share information that will ensure continuity of learning and development for children
- develop systems for parents to be able to contribute to their children's learning and development records, review their progress and support and extend their children's learning in meaningful ways.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are inadequate and regulation duties are not met. Policies and procedures are weak and do not contain relevant information required to meet welfare requirements. Staff's knowledge of procedures to follow in the event of an allegation is insufficient and training is inadequate. In addition,

staff whose suitability is not checked are left unsupervised with children. Records, policies and procedures required for safe and efficient management of the Early Years Foundation Stage and to ensure that the needs of all children are met are weak, do not meet welfare requirements or are not available. Staff ratios and qualifications are met generally, except when the manager is required to either speak to parents or for inspection purposes. In this case, adult-to-child ratios are not met as she is counted as a member of staff. The manager and staff are motivated to seek further improvements; staff share this vision and understand what is required in order to seek such improvements.

The nursery is taking some adequate steps to promote equality and diversity, in that children have access to some resources to begin to learn about the wider world. However, there is no equality and diversity policy in place and no systems in place to deliver personalised learning and development. As a result, there are inadequate arrangements to assess children's development in relation to their starting points and to track and monitor their progress in order to identify and address any gaps in achievement. Staff are generally deployed adequately and resources are generally good but not used to good effect alongside planning to promote learning.

The nursery has no arrangements in place to work in partnership with others and no communication takes place to support and promote continuity of children's achievements and well-being. There are no specific arrangements in place to self-evaluate and this means that a number of significant weaknesses and several requirements have failed to be met. Strengths and areas for development are not identified and actions are not prioritised effectively.

The nursery is in the process of developing positive relationships with parents and recognises that they are the main educators of children. However, this also means opportunities to involve parents and children in seeking their views have not been explored as yet. Parents are provided with an information booklet which contains suitable information about various aspects of the nursery. Regular verbal exchanges of information and written records provide adequate information about their child's day, routines and development. As there are no systems in place to undertake observations and assessments, parents do not have sufficient opportunities to become involved effectively in supporting their children's learning.

The quality and standards of the early years provision and outcomes for children

There are no arrangements in place to undertake observational assessments in order to plan enjoyable and challenging experiences for children and to ensure their individual needs are met. As a result, there are also no arrangements to plan and provide a range of experiences to each child's stage of development to help them progress towards the early learning goals. There is also no established key worker system in place to liaise with parents about their child's care. However, children do enjoy their time at the setting and are beginning to work in a group or play independently. They have opportunities to sit and look at books or listen to a story with staff. They develop their creative skills and use tools, such as scissors

and glue, to cut pictures and make collages.

Children are beginning to develop their understanding of issues relating to safety as staff talk to them about potential hazards, such as, climbing down the stairs either by holding on to the rail or coming down on their bottoms. Fire evacuations are practiced and recorded. However, children's safety is compromised due to the inadequate safeguarding policy and procedures.

Children are settled and secure at the nursery and babies show their contentment when their health and well-being needs are met. Staff hold children close when bottle feeding and maintain eye contact. Children's good health and well-being are promoted satisfactorily, steps are taken to prevent the spread of infection and appropriate action is taken when children are ill. Nappy changing and disposal procedures are hygienic and ensure that cross-contamination is prevented. Children begin to understand and adopt healthy habits, such as good hygiene practices. Staff use the daily routines, books and discussions to talk about the importance of handwashing, and children are encouraged to wash their hands before meals and after using the toilet.

Children have access to a range of suitably healthy and nutritious snacks and meals, which promote their healthy growth and development and take into account preferences and parents' wishes. The nursery has received a five star rating hygiene. Children have begun to participate in planting and growing and have recently planted some potatoes and strawberries.

Staff work with parents to manage a range of challenging behaviour using positive strategies. Explanations according to children's age and understanding help them to understand why certain behaviour is unacceptable and the affect it has on others. Good behaviour is rewarded with praise to promote self-esteem.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children) 17/06/2011
- take action as specified in the early years section of the report (Suitability to care for children, or have regular contact) 02/06/2011
- take action as specified in the early years section of the report (Procedures for dealing with complaints) 17/06/2011
- take action as specified in the early years section of the report (Providing information to parents). 17/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Providing information to parents) 17/06/2011
- take action as specified in the compulsory part of the Childcare Register (Arrangements for safeguarding children) 17/06/2011
- take action as specified in the compulsory part of the Childcare Register (Suitability to care for children, or have regular contact) 02/06/2011
- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints). 17/06/2011