

Piggy Banks Day Care nursery Ltd

2 Wellington Lane, Farnham, Surrey, GU9 9BA

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| Inspection date | 09/10/2013 |
| Previous inspection date | 06/05/2009 |

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| The quality and standards of the early years provision | This inspection: | 4 |
| | Previous inspection: | 1 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 4 |
| The effectiveness of the leadership and management of the early years provision | | 4 |

The quality and standards of the early years provision

This provision is inadequate

- Safeguarding policies and procedures are not effectively implemented and the provision has not notified the local children's social care services of possible concerns, which compromises children's welfare and well-being.
- The provision has not informed Ofsted of allegations of serious harm by any person looking after children at the premises, and the action taken in respect of these allegations, which is an offence.
- Staff and management have not received sufficient supervision to provide support, coaching and training that fosters a culture of mutual support and continuous improvement.
- Practice is not monitored closely enough to ensure that all staff looking after children are suitable to fulfil the requirements of their roles. This has led to allegations that children's welfare and well-being have been compromised.
- Assessment of children's progress is not sufficiently robust to ensure all children reach their full potential.

It has the following strengths

- Children are happy to be at the provision due to the caring approach of the current staff team.
- Staff provide children with a wide range of activities and outings in the local community that help them develop a good understanding of the world.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all the group rooms and outside play area.
- The inspector completed a joint observation with the manager of the provision in the pre-school room.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Piggy Banks Day Nursery Limited opened in 2004. It operates from three rooms in a ground floor premises in Farnham, Surrey. There are three group rooms and an additional room for mealtimes and other play activities. Children have access to two separate outdoor play areas. The provision serves families from the local community. The provision offers care for children aged from three months to the end of the early years age range. There are 70 children on roll. The provision is in receipt of funding for the provision of free early education to children aged three and four years. Children attend for a variety of sessions. The provision supports children with special educational needs and/or disabilities. The provision opens five days a week, between 8am and 6pm, all year except for bank holidays. The provision employs 13 members of staff, of whom seven hold relevant qualifications. The provision also employs a chef.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

- demonstrate that leadership and management have a secure understanding of the correct safeguarding processes to follow in line with the guidance and procedures of the relevant Local Safeguarding Children Board
- demonstrate a clear knowledge and understanding of all appropriate action to be taken in response to any allegations of serious harm or abuse by any person looking after children at the premises
- demonstrate that all practitioners have a secure understanding of the need to notify without delay, the local children's social care services and in emergencies the police, about concerns regarding children's welfare.

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there are appropriate arrangements in place for the supervision of staff, including management, to provide support, coaching and training that fosters a culture of mutual support, teamwork and continuous improvement
- improve monitoring of practice to ensure that all staff looking after children are suitable to fulfil the requirements of their roles
- improve on-going assessment in all areas of children's development to help them reach their full potential.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan a range of activities and experiences that capture children's interest in learning and promote most aspects of their development. For example, children go on daily outings to the nearby park, on public transport to swim at the local leisure centre, to explore woodland areas and to the library and theatre. Consequently, children have good opportunities to understand the world. All staff currently working at the provision interact with children in a positive and encouraging way, which promotes children's enjoyment and achievement. For example, staff join in dancing activities with enthusiasm and spend time talking with children when they notice something unusual happening on the roof of a nearby house.

Staff have a satisfactory knowledge of children's individual needs and next steps for their learning. However, over the past three months, staff have not always tracked children's progress in a robust way due to the ineffective guidance and monitoring from management. This means there are gaps in children's ongoing assessments, which limits the opportunities for them reach their full developmental potential. However, the owners have recently become more involved in the provision and have delivered staff training on the Early Years Foundation Stage. This has helped most staff to complete progress summaries for children aged two to three years. In consultation with the two new managers, the owners have adapted the previously time-consuming activity planning, observation and assessment documentation. This has allowed staff to spend more time interacting in children's play to promote their learning. Consequently, children make satisfactory progress and develop most of the key skills they need for the next stage in their learning, including school. Staff form positive relationships with parents and establish good two-way daily communication about children's individual needs and their next steps for learning. They meet with parents every six months to discuss children's progress. Since the last inspection the provision has given parents ideas for activities they can do at home. Parents welcome this approach and tell staff that 'it helps them to get involved in the nursery'.

Staff join in children's activities and ask open questions that encourage children to listen and talk. They sit close to babies and initiate games, such as waving and clapping, which help them begin to learn how to communicate. Children develop their ability to listen and communicate as they take part in singing activities. Staff encourage children to remember and use signs to match the names of animals within the songs. Consequently, children show great enthusiasm as they join in. Staff respond in a positive way as children tell them what they know and understand, for example, as they talk about the fruit for snack time. Children have good opportunities to develop their physical skills; they enjoy dance and movement activities and show good control as they jump energetically on an enclosed outdoor trampoline, use a bouncy castle and climbing apparatus. Children are keen to show staff what they can do as under close supervision they balance on a climbing frame with their arms outstretched. Staff watch and praise children for their achievements, which helps them feel good about themselves. Babies enjoy the sensory experience of making marks in sand as they handle shapes and small spades.

Children show good independence as they wash their hands at appropriate times and feed themselves. They develop an interest in books, often choosing to look at them independently, and enjoy making marks during painting activities. Children develop pre-writing skills as they draw and make use of the accessible resources around the provision. They learn about number as they weigh ingredients during cooking activities and count during singing activities. Children sometimes use a laptop and other information, communication and technology equipment to help practise their future skills.

Children explore a wide range of media. Staff provide good opportunities for children to explore paint and make marks and collages using glitter, feathers and other resources. They take children to local theatre shows and plan activities such as 'bug in rug' that capture children's enthusiasm and imagination. The provision actively involves parents in developing children's ability to express themselves, for example, as they invite them to

come into the nursery with stage costumes. Children make frequent use of the dolls and home corner, the cars, trains and a toolkit area for role play. They also explore the sounds of musical instruments during large group activities.

The contribution of the early years provision to the well-being of children

Children are happy to be at the provision because the staff currently working at the provision have a caring and considerate approach. They provide support and reassurance, for example, when new children are settling in and are attentive to their individual needs. Children show good independence as they choose accessible resources and enjoy playing imaginatively with their friends. Staff quickly intervene when children want to play with the same thing; they talk about importance of sharing and find similar resources that children can use to play together. Consequently, children quickly overcome minor frustrations, are generally well behaved and play together cooperatively. However, recent allegations of incidents in the provision relating to previous members of staff indicate that care practices have been variable and have not supported all children's emotional welfare and well-being. In addition, the weaknesses identified in following safeguarding procedures mean children's well-being cannot be assured.

The premises, including the children's toilets, are clean. Staff follow health and safety, and hygiene policies and procedures. Children's towels are regularly changed and there are paper towels and a hot air dryer in addition to hand soap for children to use when they wash their hands. Staff quickly clear up any spillages in all areas of the provision. Children's individual dietary needs are well met and they are provided with healthy home-cooked food prepared by the chef that promotes their good health. All staff adhere to children's individual dietary needs. They make good use of all rooms within the premises and the outdoor play area for various activities. Consequently, children benefit from playing in different environments, including babies who move freely between their indoor and outdoor play areas. There is a satisfactory range of indoor and outdoor resources made easily accessible to the children. Play equipment is stored in boxes in shelving units in each group room. Staff rotate the resources due to the size of the rooms. However, there are some resources that are not made available at all times, which restricts the opportunities for children to practise their skills. Children develop a good understanding of their own safety during outings on public transport. They learn that wearing high-visibility jackets on walks and inflatable jackets when swimming helps to keep them safe.

Children have access to a range of resources that reflect positive images, such as books and dolls that help them learn about differences in society. Staff work closely with parents and provide one-to-one care for children who have special educational needs and/or disabilities. They work with the local authority and external specialised agencies to seek and use ideas that successfully help children make progress in relation to their developmental starting points. Children show confidence as together with staff they move confidently around the provision and use different rooms for activities. Consequently, they feel secure when they progress to the older age groups as they are used to interacting

with all the children in the provision.

The effectiveness of the leadership and management of the early years provision

All staff currently working at the provision, including students and parent volunteers, have had appropriate checks completed to show they are suitable to work with children. Unqualified staff are never left alone with children. Children are well supervised at all times as they move around between the different areas of the provision. Staff complete risk assessments for the premises and all outings, including swimming activities and using local transport, maintaining appropriate staff to child ratios at all times. Consequently, children's safety is currently well maintained. Most staff have completed child protection training. The safeguarding policy and procedure includes an explanation of the action to be taken in the event of an allegation being made against a member of staff. However, the owner of the provision has recently had to take action to discipline a member of staff due to an allegation related to a safeguarding incident involving a child in the nursery. Although the owner of the provision took immediate action to protect children, she did not follow the nursery safeguarding procedures, including referring the concern to the local authority and informing Ofsted. This puts children's welfare at risk and shows a failure to comply with the Statutory framework for the Early Years Statutory regulations, which is an offence.

The owners of the provision have recently made changes to the management team. Five weeks ago they disciplined the manager and found gross misconduct due to her bad practice. The manager subsequently resigned and the owners have appointed two duty managers who work on opposite shifts. They are both qualified to level 3 and are long-term members of staff. Staff receive inductions which include information about all policies and procedures. The owner has met with staff and gone through all the guidelines for the framework, adapted the approach to meet the needs of the children and discussed practice that is acceptable and not acceptable. As a result, staff have identified that the atmosphere in the nursery is more positive and the owner has identified that staff are working better as a team. The recent managerial changes have led to the owners becoming more involved in the provision and taking action to review and improve practice. However, there is ineffective monitoring of staff practice which has led to recent disciplinary action in relation to a second member of staff who also no longer works at the provision. The owner of the provision was aware of weaknesses in the member of staff's practice, but did not take enough action to rectify the concerns. This led to a recent incident which compromised a child's well-being and welfare. Ofsted intend to issue enforcement actions, which the provider must take in order to improve.

Recommendations made at the last inspection have not been met. Since the last inspection, the owners of the provision have not been sufficiently involved in evaluating the quality of the provision, including overseeing the supervision of the manager and support and training for other staff to improve their personal effectiveness. Consequently,

there have been significant weaknesses in the management of the provision and other staff practice. As a result of these weaknesses, self-evaluation has been ineffective in safeguarding children's welfare and driving improvement. However, the owners of the provision are ambitious about improving the provision and practice, including motivating staff. As a result, the two new managers now work closely with the owners on a day-to-day basis. There are clear aims in place to improve children's assessment records; continue to induct the two new managers; help new staff develop their roles; and review and update all policies and procedures to see what is working and what the provision needs to do to improve. The two managers work as part of the team, which enables them to monitor the practice of staff, students and apprentices and make suggestions to improve the quality of the provision. This has helped some staff to feel more confident in the way they talk to parents and lead activities.

All staff are responsible for monitoring activities and sharing information about children's progress. They meet regularly to identify and discuss the success of activities and plan new experiences for children that reflect their interests and provide them with variety and challenge. Staff visit other specialist early years provision that children attend and share information about children's progress. They fully involve parents in this communication, which means everyone involved with children know their next steps. For example, staff have found ways of promoting children's communication through using visual prompts. Consequently, children are provided with continuity of care. Parents' comments during the inspection show they are happy with the provision.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

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| Unique reference number | EY289547 |
| Local authority | Surrey |
| Inspection number | 938395 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 47 |
| Number of children on roll | 80 |
| Name of provider | Patricia Banks |
| Date of previous inspection | 06/05/2009 |
| Telephone number | 01252 350222 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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