

# Brookdale Day Nursery Ltd

Hala Road, Lancaster, LA1 4QJ

<b>Inspection date</b>	18/10/2013
Previous inspection date	12/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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## The quality and standards of the early years provision

### This provision is inadequate

- Some of the information about how staff have been recruited and vetted is incomplete and on some occasions accidents records have not been maintained. Therefore, the setting is in breach of regulatory requirements and children's safety is compromised.
- The provider has failed to follow the safeguarding procedures in relation to dealing with allegations or concerns. This potentially compromises the safety of children and is in breach of regulatory requirements.
- The procedures for the administration of non-prescription medication require amendment to fully meet requirements and maintain children's safety.
- The ways the staff undertake assessment and monitor children's progress are not yet securely embedded to ensure that planning is tailored for each child's next steps.
- Self-evaluation lacks rigour. It does not include a regular review of practice to ensure that all procedures and policies put in place for the safe management of the setting are implemented and maintained in a consistent manner.

### It has the following strengths

- Partnerships with external agencies are well established. It means a strong foundation is in place to help all children receive the support they need.
- Children are cared for by friendly and caring adults. This means the children are secure in their company and are busy and happy in their play.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- Prior to the inspection, the inspector viewed the settings self-evaluation form and information about the provider held by Ofsted. The inspector also took account of the views of children and parents spoken to on the day.

The inspector viewed children's assessment and planning records, regulatory documentation regarding adults' suitability, children's details, information and

- responses regarding any complaints and concerns received. Safeguarding children procedures and risk assessments and other safety procedures were also viewed and discussed.

The inspector held meetings with the owner, the education-manager and the welfare-manager. He held discussions with several members of staff at appropriate

- times throughout the inspection. He undertook a joint observation with the education-manager of an adult-led activity during which a member of staff read a story to a group of children.

The inspector observed activities in the five playrooms, the lunch time routines and

- children playing in the outdoor learning environments. He viewed the range of equipment being used throughout the premises.

## Inspector

Frank Kelly

## **Full Report**

### **Information about the setting**

Brookdale Day Nursery Ltd was registered in 1999 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a limited company. It operates from a converted property situated in a residential area close to the centre of Lancaster in Lancashire. Children are cared for within five rooms located on two floors. There is an enclosed area available for outdoor play.

The setting opens Monday to Friday, all year round with the exception of bank holidays. Hours of opening are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 50 children attending, all of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities children with English as an additional language. The setting provides funded early education for two-, three- and four-year-old children.

The setting employs 12 members of childcare staff, all of whom hold appropriate early years qualifications. This includes one member of staff who holds Qualified Teacher Status and Early Years Professional Status. Nine members of staff hold a childcare qualification at level 3 and two members of staff hold a childcare qualification at level 2. Two members of staff are working towards an additional qualification. The setting has completed the Lancashire 'Step into Quality' award and is a member of the National Day Nursery Association.

### **What the setting needs to do to improve further**

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

- ensure staff consistently undertake ongoing assessment for each and every child. Using their observations to securely plan and shape activities that support children's next steps for learning
- ensure that at all times the procedures followed regarding safeguarding children are in line with the requirements of the Local Safeguarding Children Board. In this instance, the actions to be taken in the event of an allegation or concern being raised about a member of staff, including seeking the guidance of the Local Authority Designated Officer and informing Ofsted
- ensure records are consistently maintained with all relevant information about staff vetting procedures, including qualifications, identity checks and vetting processes that have been completed to ensure children are safeguarded
- revise the procedures for administration of non-prescription medication to ensure that parental consent in writing is gained before being administered for each and every medicine; and that records of any medication administered are retained and available for inspection
- ensure that records of any injury sustained by a child when on the premises are retained on each and every occasion
- revise the ways in which self-evaluation is undertaken to enable regular monitoring and evaluation of the provision to ensure that the procedures in place are implemented and maintained in a consistent manner. For example, the ways documentation and records are organised and retained.

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

Staff have a secure understanding of how children learn and they support the children's learning appropriately at this setting. The playrooms have interesting displays of the children's creative work and are rich in labels and numerals. This helps children develop their sense of belonging and the numbers and labels support their developing numeracy and emerging literacy. Toys and equipment are suitably organised to meet the developing needs of the children. For example, babies enjoy exploring the texture of the fabric farm animals. Staff extend their language by encouraging them to make grunting noises and by naming the pig. Staff plan to support the younger children's developing physical abilities by incorporating regular opportunities to lie on their tummy, which encourages them to

stretch and push themselves up. It develops their arm muscles and core strength, which supports their posture and movement. When they stand and use a threading frame to steady themselves, staff gently pull the frame towards them. This, along with the staffs' enthusiastic encouragement, supports children to take tentative steps in a safe manner.

There are some suitable systems in place for observing and assessing the children; so staff can plan to support children take the next steps in their learning and development. After children start the staff undertake a series of observations and monitoring of the children and they use relevant guidance documents to help them assess their current stages of development. They use these assessments soundly to identify if children are showing typical development for their age or if they are operating above or below in any areas. These early assessments act as a base for planning children's future progress and development. In particular staff are especially efficient at engaging and working with other services and agencies to support children with special educational needs and/or disabilities. Staff engage parents actively and plan and review for these particular children well, to support their progress.

The range of resources, daily routines and the staffs' interactions, ensures that children experience a suitable breadth of curriculum. This enables them to have experiences that foster learning across all of the seven areas of learning. Weekly activity plans, often linked to seasonal events, such as, the current one around 'dark nights', adds interest and variety to the children's experiences and provides additional depth. However, there are inconsistencies in the way some children's learning records are maintained. For some there is not as much regular assessment taking place. This means that for those children, such as those who are ready for the transition to the preschool group, there is not always as much variety or challenge as there could be. For example, opportunities to explore language with their peers are limited as the younger children in the group have not yet developed the same range of language.

Nevertheless, there are opportunities during outdoor play for these children to play and interact with their future peers as they play on the bikes and build the rail track. There is a suitable system for specific assessments, such as those for the required 'progress check at age two'. The managers demonstrate their understanding of the importance of such checks in relation to promoting early intervention. Parents are encouraged to add their comments to such records of learning. All parents are invited into meet with their child's key person to discuss their child's progress if they wish.

On a day to day basis staff support children well to develop the skills and dispositions for future learning. For example, they sing lots of songs and count on a regular basis. The use of puppets, when singing 'five little men in a flying saucer', allows the children to practise and see simple calculation. During story times they are encouraged to talk about what they see and learn about listening to the views of others, this is helping them to develop their social skills and ability to concentrate. Two-year-old children, during outdoor play, extend differing physical movements. They learn to pucker their lips and blow at the bubbles as they gleefully chase them they move their bodies in different ways. Their social skills are developed as staff gently encourage them to bathe the dolls and learn about the care of others. Vocabulary is extended as staff describe the bubbles as 'floating' and 'swirling'.

Children are busy in their play and enthusiastically participate in activities throughout the nursery. Indoors, they use the computer and other technology, build with blocks and look at books. In the garden, they develop their skills for problem solving as staff encourage them to explore how the balls roll down the lengths of guttering. Staff extend this play further as they encourage the children to take turns to throw the balls into a large tub. This allows children to enjoy collaborative play and develop their hand to eye coordination. At a table they enjoy making marks with pencils and exploring the magnetic numbers. They build with blocks and connect a track on the floor, using mathematical language, such as 'higher' and describing it being connected and held up. Staff encourage the children to review their progress and achievements. There is freedom for children to explore what they can do with the toys and resources, such as, placing balls in a bucket and moving them around. In the baby room, the staff encourage children to operate the lid of the activity cube, they post shapes and press buttons and lift flaps. All of which ignite their curiosity.

Books, posters and play figures represent the cultural diversity of the children attending and those of the wider society. Welcome posters in a range of languages and scripts contribute further to the inclusive and welcoming feel of the setting. Staff seek key words and information from parents so they can support children whose home language is other than English. Activities linked to the customs and celebrations of people from differing ethnicity and cultural groups are undertaken throughout the year. These include celebrations, such as, those associated with Chinese New Year and the Hindu celebration of Ganesh. This helps children widen their understanding of the world and develop positive attitudes towards difference.

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

A key person is assigned to each child and specific care plans for children are created with parents during the settling-in periods. Staff use these times to get to know the children and build relationships with them. They ensure that children's individual routines for eating and rest are followed. Staff are warm and welcoming and they have developed strong bonds with the children. Consequently the children enter happily and with confidence.

That said the children are supported to learn about meeting their own independent needs as they go about their daily play. For example, they hold the rail on the steps without being prompted as they climb down them, so they understand about keeping themselves safe. After messy play they seek the sink in the playroom to wash their hands independently. Before lunch staff revisit why they need to wash their hands and discuss the presence of germs. This helps children make connections about contributing to their own good health. Staff follow recommended hygiene procedures when changing the children and while preparing snacks and packed lunches. Children learn about healthy food as the staff discuss the benefits of their meals with them. The edible garden provides children with opportunities to learn about their world and the cycles of growth and decay, as they plant and harvest crops, such as tomatoes and raspberries, mint and chives. Vigorous outdoor play allows them to raise their heart rate, build muscle strength and

refine their coordination. They ride the bikes and scooters with speed and good spatial awareness, avoiding collisions with their peers. They master the uneven surfaces over the grassed tunnel and balance on the stepping cups.

The setting demonstrates very well how partnerships have been established with other services and agencies to support children who have special educational needs and/or disabilities. Links with local schools are in place to support children when they go through the transition to school. During their time in nursery children have visits both when they start and when they move into their next playroom. The small staff team and the regular meetings during the day means children become familiar with all the staff quickly. This approach helps children to remain confident and supports them during changes.

Children's behaviour is good and staff encourage polite interactions between the children as they present good role models. Staff speak calmly and model the use of manners, such as 'please' and 'thank you'. Older children independently ask questions of their friends, such as 'Please can I have a go on that bike?'. Simple but effective distraction minimises incidents of inappropriate behaviour. For example, when bathing the dolls, the staff encourage the children in animated tones to 'wash the dolly's belly'. Children eagerly help with routines, such as tidy up time. Access to the resources and activities of their choice during free play means the children are busy in their play, so they are less likely to become bored or frustrated.

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

This inspection was prioritised by Ofsted as safeguarding concerns had been raised. It was observed that on a day-to-day basis children are appropriately supervised and the premises are kept suitably organised and secure to promote their safety. Risk assessments are in place and equipment is safe and suitable for its purpose. Annual checks for fire safety are in place and the children learn about keeping themselves safe in emergency situations as they practise the drill with staff on a regular basis. However, there are several inconsistencies in the ways records are maintained and the ways the welfare and safeguarding policies are implemented. This has a detrimental impact on their effectiveness and potentially places children at risk of harm.

Written policies for safeguarding children and the steps to take should staff have concerns about the protection, safety or well-being of a child reflect the requirements of the Local Safeguarding Children Board. Some staff have recently undertaken updated training and others have training booked in the immediate future. The induction procedures undertaken with staff means they demonstrate a sound understanding of what they should do and who they should report any concerns of a child protection nature to. However, the policies are not always followed correctly by the owner/manager, such as when concerns are raised about the conduct of a member of staff. This means that on one occasion the provider failed to contact the Local Authority Designated Officer to seek their advice before proceeding with an investigation. This is a breach of requirements and it also means that those who should be informed, including Ofsted, were not notified as

required. This means children's safety is compromised.

Concerns were also raised about how accidents are dealt with and the ways medication is managed and administered. In the main the setting takes appropriate action and has a suitable first-aid trained member of staff on site whenever children are present. Records demonstrating that accidents that occur are recorded and shared with parents are retained. However, there is one occasion that the setting acknowledges that they failed to record an accident. This means that there is an inconsistency in the ways accidents are recorded and shared with parents. Medication administration procedures are also not fully effective with regard to the administration of non-prescription medications and treatments, as parental permissions for each specific medication or preparation are not obtained prior to administration. This lack of rigour to retain the records as required, means that there is a breach of the welfare requirements on both registers.

Recruitment and selection procedures reflect recommended guidance. However, some of the evidence to demonstrate that qualifications have been checked and references have been sought is incomplete. Similarly the records to show all staff have completed a suitable Disclosure and Barring Service check or its equivalent are incomplete. Disclosure numbers are held for all staff suggesting they have completed a check, but the other required information, such as, the date of issue and who obtained it are not held for some of the staff. By not ensuring that the records have been retained correctly the owner is unable to evidence staff's full suitability and is in breach of requirements. This compromises children's safety.

The owner and managers communicate a desire to improve the quality of the service. They meet with other settings and organisations to gain updates and they engage with the local early years team to support the development of annual action plans for improvement. Since the last inspection, sound action to address recommendations has been implemented. The setting demonstrates it has made progress across all three recommendations. Annual self-evaluation is undertaken, however, the managers do not yet implement a programme of effective monitoring to ensure that all policies, procedures and documentation are maintained correctly on all occasions. Also, the educational programme is not monitored as well as possible so children make no better than satisfactory progress.

Staff supervision has begun to be undertaken and annual appraisals have been completed. From this some training plans have been devised and relevant courses accessed for staff. This demonstrates a commitment by the owner to improve the quality of the service for children.

Partnership with parents is actively encouraged through the use of display boards and regular newsletters. Parents shared their thoughts and comments of high regard for the staff and the support they receive. Interactions at transition times of dropping off and collection are relaxed and good information is shared, both verbally and through comments in the children's information diaries. Staff demonstrate very well how they support children who have special educational needs and/or disabilities. They work closely with parents and any other relevant services to ensure children are well supported. They are keen to support the children so they make the best progress they can given their

individual starting points and unique needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure all relevant records are kept, such as those for any accidents that occur on the premises or any medication administered and ensure that it includes a record of parental/guardian/carer's consent (compulsory part of the Childcare Register)
- ensure that effective systems are in place to ensure that any person caring for, or in regular contact with children is suitable to work with children and has the skills and experience suitable for the work (compulsory part of the Childcare Register)
- ensure that effective systems are in place to ensure that any person caring for, or in regular contact with children is suitable to work with children and has the skills and experience suitable for the work (voluntary part of the Childcare Register)
- ensure all relevant records are kept, such as those for any accidents that occur on the premises or any medication administered and ensure that it includes a record of parental/guardian/carer's consent (voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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

<b>Unique reference number</b>	EY356272
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	939547
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	39
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Brookdale Day Nursery Ltd
<b>Date of previous inspection</b>	12/12/2011
<b>Telephone number</b>	0152 464740

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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