

# Norton Daycare LTD

Norton House & School, Norton Canon, HEREFORD, HR4 7BH

<b>Inspection date</b>	11/08/2014
Previous inspection date	23/01/2013

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

- Children's safety and well-being are put at risk because of the breaches in the safeguarding and welfare requirements.
- The provider does not always ensure that staff-to-child ratios are met which restricts effective staff deployment and the quality of their support for children.
- The provider does not ensure Disclosure and Barring Service checks and other suitability checks are promptly completed for every person who works with children or who works or lives on the premises.
- The provider has not implemented effective monitoring of the nursery's procedures or of staff's performance. As a result, failures to meet regulations go unchecked and she does not always address inconsistencies in staff's practice.
- The planning and organisation of activities is not always effective enough to ensure that staff consistently interact with children and make the best use of resources in order to stimulate and sustain their interest and purposeful learning.

### It has the following strengths

- Babies and children are happy and settled. Staff are kind, encouraging and promote their sense of belonging, confidence and growing independence.
- Positive relationships with parents, carers and external agencies ensure collaborative working to meet children's needs, including securing early interventions for those who are vulnerable or who need additional support.

## 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

- The inspector observed activities in the baby room, pre-school room, playscheme room and the outside play area.
- The inspector held meetings with the provider.
- The inspector spoke to children, staff and parents during the inspection.
- The inspector looked at and discussed children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and on the premises.
- The inspector looked at a sample of records and policies relating to children's care, welfare, health and safety.
- The inspector and provider discussed her monitoring and evaluation procedures.

## Inspector

Rachel Wyatt

## **Full report**

### **Information about the setting**

Norton Daycare LTD was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is owned and managed by a private provider. The nursery operates from purpose-built former school premises, which includes a demountable building, enclosed outside play areas and a large field. The nursery employs nine members of childcare staff, including the provider and an administrator, who also works with the children. Of these, six staff have appropriate early years qualifications ranging from level 2 to level 4. Three staff who are employed only in the holidays are working towards teaching qualifications. The nursery also employs a cook. The nursery opens Monday to Friday, all year round, except for bank holidays and a week over the Christmas period. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 71 children on roll, of whom 36 are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- ensure staffing arrangements are improved to make sure required staff-to-child ratios are always maintained, so that staff are effectively deployed in order to consistently give babies and children good quality support for their learning and well-being
- implement effective systems to ensure all people who work directly with children or who work or live on the premises are suitable, including ensuring the prompt completion of a Disclosure and Barring Service check for every person
- implement effective arrangements for the supervision of staff, which include regular opportunities for them to discuss their work with children and to review their performance, resulting in clearly defined support for their continued professional development
- ensure that the planning and organisation of activities is improved, so that staff consistently and positively interact with babies and children without interruption and make effective use of interesting resources to stimulate their interest and active, sustained involvement.

**To further improve the quality of the early years provision the provider should:**

- improve the storage and presentation of toys and resources and the management of activities, so that babies and children are consistently looked after and learn in stimulating, well-resourced and welcoming surroundings.

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

Babies and children enjoy being at nursery and in particular relish opportunities to play and learn outside, including attending regular Forest School activities. Currently not all of the babies and children make good progress. The provider and her colleague understand children's stage of development and next steps because of their regular observations and assessments. However, although they are developing their planning to focus more on children's individual needs this is not yet securely embedded in to practice. Some activities are not well planned or effectively resourced and the quality of staff's teaching is variable. Staff do not always consistently engage with babies and children to ensure they have enough support to remain involved in activities. For example, staff are distracted by other duties such as attending to babies and children's care routines or clearing away after lunch. When staff leave an activity children lose interest and are not sure what to play

with. In addition, the provider and staff do not make the best use of toys and resources resulting in play areas used by babies and toddlers not being particularly inviting or well equipped. Other activities, such as puzzles or the role-play area become untidy, so that children cannot see what is available to play with. As a result, babies and children's involvement in activities is often short-lived as there is not enough to excite their interest and to develop their ideas.

When the provider and staff are able to give babies and children their full attention, they successfully promote their enjoyment and concentration. They also successfully help children to develop the skills and attitudes they need for their future learning, including starting school. For example, adults consistently reassure and encourage babies and children. As a result, the youngest children settle well and feel confident about exploring their surroundings and investigating different materials and resources. Older toddlers and pre-school children are self-assured and are keen to join in activities. They show they can make choices, express their ideas and take a lead in their play. For example, a group of children and an adult eagerly discuss and identify different letters and sounds. The children confidently suggest other words or objects beginning with each initial letter and some of them match letters to those on the alphabet display. During outdoor play, a member of staff draws a grid for a game of 'hopscotch'. Children eagerly help to set up the game. They use chalks to form recognisable numbers in each space and find pebbles to use as their marker. The adult helps each child to recognise the numbers their pebble lands on. Children confidently count the number of spaces they move along until they get to their marker. The children enjoy the activity and show increasing control and balance as they practise combining hopping and jumping as they move along the grid.

The provider and staff encourage parents and carers to contribute to their children's learning and development from the time their baby or child starts. Then the information parents provide about the child's background, abilities and favourite toys helps staff to get to know and plan for their interests. Parents feel well informed about their children's daily activities and achievements. This includes the provider ensuring they receive regular progress reports for their children, in addition to required progress checks for children between the ages of two and three years.

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

Babies and children's safety and well-being are not adequately promoted. The provider does not always maintain required adult-to-child ratios or consistently ensure the prompt completion of Disclosure and Barring Service checks and other suitability checks for every person living or working on the premises. These are breaches to the safeguarding and welfare requirements of the Early Years Foundation Stage.

In other respects, there are suitable arrangements for ensuring babies and children's care, health and dietary needs are understood and met. This includes regular information sharing between staff and parents and carers about children's care and routines. Staff are attentive when seeing to babies and toddlers' care needs, for instance during nappy changes and when settling them to sleep. Babies and children form close attachments

with the provider and staff who are kind and reassuring. They find out from parents and carers about their children's characteristics, interests and backgrounds and ensure they reflect these in activities and toys. These and well-planned settling in arrangements help babies and children to feel confident and have a sense of belonging when they first start at or move within the nursery. Babies and children form close attachments with their key person and other staff, responding to the adults' reassurance and encouragement. The small size of the nursery and regular opportunities for babies and children to socialise and play together help children to be well prepared for moving within the nursery. For example, lunchtime is a relaxed occasion with babies and children sitting together and enjoying each other's company.

The provider and staff also ensure children are emotionally and socially ready for school. They create opportunities for children to make choices and be more independent, for instance at meal times and when seeing to their toileting and personal care. Children behave well, know when it is important to listen and follow staff's instructions. They are encouraged to take turns and share and to help with tasks, such as tidying up. However, opportunities are missed to involve children more in keeping their play and learning areas inviting and tidy so they can easily see what resources are available, for instance to support their imaginative play and problem solving.

Staff support babies and children in learning about how to be healthy. Children are encouraged to make healthy choices of what to eat and drink during snacks and meals. Staff help children to understand the importance of good hygiene during discussions and hand washing routines. They support children in finding and putting on their coats and shoes unaided. Children relish being outdoors and have regular opportunities to be physically active. They become increasingly confident and controlled in moving in different ways when they use different apparatus and wheeled toys or when climbing and balancing on natural features or the structures they make during outdoor play and Forest School activities. In addition, staff encourage children to behave safely and talk to them about managing risks.

Babies and children are looked after in premises that are adequately clean, safe and secure. Staff carry out regular safety checks and they clean surfaces and areas after meals and messy play activities. However, the provider and staff do not consistently make the most of toys and resources to ensure all areas used for the nursery and playscheme are interesting and inviting. Some spaces are rather cluttered and the layout and presentation of some toys and activities are uninspiring offering limited choices especially to babies and toddlers.

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

The inspection was prioritised following concerns being raised about the provision for different aspects of children's care, health and safety, including, whether the provider was meeting staff-to-child ratio requirements and making sure all staff were suitable to work with children. On the day of the inspection, the provider did not have enough staff present

to meet staff-to-child ratio requirements. This has a negative affect on how effectively staff are deployed and on the quality and consistency of their interactions with and support for babies and children during activities. The inspection also found that the provider's current arrangements for recruiting staff are inadequate because she does not ensure the prompt completion of checks relating to staff's suitability. In particular, she has not ensured that a current Disclosure and Barring Service check is obtained for every person who works with children or who works or lives on the premises. The provider also does not promptly follow up staff's references. These failures to meet ratios and to complete suitability checks compromise children's welfare and safety and result in breaches to several safeguarding and welfare requirements within the Early Years Foundation Stage and the requirements of the Childcare Register. In addition, it is not clear whether the provider consistently meets the qualification requirements of the compulsory part of the Childcare Register. She has not established whether the qualifications held by some staff specifically employed to work in the holiday playscheme are relevant to their work with children aged over five years.

The provider, therefore, does not effectively monitor all aspects of the nursery provision because she has not taken action to ensure regulations are consistently met. She also does not have clearly defined arrangements for the supervision of staff to enable them to discuss their work with children and to review their effectiveness. As result, weaknesses in planning and teaching identified at the last inspection are still in the process of being addressed and the presentation of activities and resources requires further improvement. The current staff team are however, keen to make improvements, for instance to ensure their planning focuses on children's developmental next steps. Since the last inspection, the provider has also implemented an effective system for monitoring and reporting on children's progress so that she, staff, parents and carers have ready access to up-to-date information about children's learning and development.

Other aspects of safeguarding are effective. The provider now has lead responsibility for safeguarding and she and a colleague have recently attended relevant training for this role. The nursery's safeguarding procedures reflect regulation and Local Safeguarding Children Board guidance and the provider knows what action to take in the event of concerns about a child's welfare or if an allegation is made against a member of staff. Children's well-being is monitored, for instance through discussions with parents and carers and the recording of any existing injuries. The provider also ensures that required information is obtained about children and their families, including details of who may collect children and who may have access to them. She works effectively with external agencies who support vulnerable children and families.

There are positive relationships with parents and carers. They appreciate being able to talk to staff about their children when they drop them off and collect them. Parents and carers welcome staff's feedback about their child's activities, routines and achievements. Most parents access information about their children's learning and development through a secure online system so they can read and comment on staff's observation and assessments. The provider ensures paper copies are available to those parents who do not use this facility. Parents talk about the warm relationships between themselves, their children and staff and about how much their babies and children enjoy attending. The provider recognises the importance of having effective links with other providers, including

schools and with other external agencies involved with children and families. For example, she ensures parents have information to share with other day care providers if their child attends more than one setting. The provider also supports children's smooth transitions to school or another day care setting. When they leave, she sends the teachers or new provider a summary of each child's progress and next steps. This helps teachers and key persons to get to know and plan for these children.

### 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:

- implement effective systems to ensure that any person caring for, or in regular contact with, children: is suitable to work with children which must include obtaining an Disclosure and Barring Service check and is of integrity and good character (compulsory part of the Childcare Register)
- ensure that for every eight children for whom the childcare is being provided, there is at least one person who has attained the age of 18 caring for such children (compulsory part of the Childcare Register)
- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (compulsory part of the Childcare Register)
- implement effective systems to ensure that any person caring for, or in regular contact with, children: is suitable to work with children which must include obtaining an Disclosure and Barring Service check and is of integrity and good character (voluntary part of the Childcare Register).

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY440847
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	985017
<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>	36
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Norton Daycare Ltd
<b>Date of previous inspection</b>	23/01/2013
<b>Telephone number</b>	01544 318373

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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