

Warren Hills Children's Centre Nursery

Stamford Drive, COALVILLE, Leicestershire, LE67 4TA

Inspection date	15/01/2015
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are safeguarded because staff understand their roles and responsibilities, and work closely with other professionals to ensure children are protected from harm.
- Staff have positive relationships with parents, which means children's individual needs are sufficiently met.
- Close links between the nursery and school ensures that children easily make the move to school when the time comes.

It is not yet good because

- Children's learning is not fully supported because their identified next steps for learning are not always meaningful to help them make good progress. Organisation of the daily routine does not always ensure that all children develop their independence skills.
- Arrangements for undertaking the progress check for children aged between two and three years do not always ensure that parents have opportunities to contribute to this.
- The performance management system for staff does not effectively monitor practice to ensure that children are provided with the best possible care and education.

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 the indoor areas used by children and the outdoor play area.
The inspector spoke to the nominated person, chair of governors, managers, staff and children throughout the inspection and took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector viewed a sample of children's assessment documents and planning information within the room.

Inspector

Julia Galloway

Full report

Information about the setting

Warren Hills Children's Centre Nursery was registered in 2004, and is on the Early Years Register. It is situated in a purpose-built premises in the Coalville area of Leicestershire, and is managed by the school Governing Body. The nursery serves the local area and is accessible to all children. It operates from Warren Hills Community Primary School and there is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including two with Early Years Professional status. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 19 children attending who are in the early years age group. The nursery provides funded early education for two-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:

- improve learning experiences by ensuring that children's identified individual next steps are meaningful and measurable and that they are taken into account when planning activities to help them make good progress
- improve arrangements with regards to the progress check for children between two and three years, so that parents can contribute to, and discuss their children's development
- develop the system for performance management to ensure that all staff receive regular supervisions that provide opportunities to evaluate their practice and support their ongoing professional development to help children make the best possible progress.

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

- review the daily routine to promote more opportunities for children to develop skills for independence, such as helping to tidy away toys and equipment
- develop staff's skills to enable them to effectively support all children to gain the confidence to play alongside their peers so that all children have opportunities to engage in the full range of experiences.

Inspection judgements

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

Most children appear happy and settled at the nursery. The available resources and activities generally support children's learning and development. Staff are approachable and friendly, which means that some children seek them out to share what they are doing and play with them. Children have some opportunity to make choices about what they would like to do and they access toys that they enjoy playing with. On occasions, the daily routine does not provide children with opportunities that promote their independence. For example, they are not encouraged to tidy away before getting ready for mealtimes. Consequently, they sit at tables waiting for their lunch while staff put toys and equipment away.

Children's progress is monitored because key persons make observations of children and link these to specific areas of learning and development. When children start, focused observations help staff to identify strengths and gaps in children's development. Each child has a learning journal file, which contains observations and photographs of their time at the nursery. Parents are invited to look at these and staff routinely speak to parents about how children are getting on. Staff identify where children are not making expected progress and take a graduated approach to monitoring and offering additional support. For example, they provide small group sessions that focus specifically on supporting communication and language skills. However, staff do not always ensure that children's identified next steps are meaningful or measurable to ensure that children make good progress. In addition, staff have not fully involved parents when undertaking the progress check for children between two and three years, so that they can contribute to this assessment. This means that opportunities for parents to support ongoing learning at home are missed.

Generally, children are gaining some skills that support them for the next stage in their learning. However, because planning does not always include taking account of children's interests, or incorporate clear next steps for learning, not all children access a varied and challenging educational programme. Furthermore, resources that are provided are not always exciting or interesting. For example, when children ask for pushchairs and bottles while playing with dolls, staff report 'we haven't got any' rather than using items from the environment to support creativity. Likewise, when children show an interest in cars, staff do not use this to plan experiences incorporating this.

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

Children are supported to lead a healthy lifestyle because they eat a healthy, balanced diet, which includes fruit and vegetables. They have continual access to an outdoor area which means that they can play outdoors in the fresh air. Many resources are stored in open containers, which means that more confident children easily make choices about what they would like to do. Staff endeavour to provide an extended variety of natural resources, which stimulates sensory experiences. For example, on a snowy day they put

snow into the indoor water tray for children to explore. Staff support children to gain increasing independence with personal care, such as washing hands and learning to use the toilet. This helps children to prepare for the move to the school nursery when the time comes. The move into the school nursery is planned with consideration given to children's individual needs. For example, children move when staff feel they are ready both emotionally and physically. Children are supported by their key person during this time who joins them for settling-in visits if required.

The key-person system has been embedded and all parents are aware of who their child's key person is. Staff have developed positive relationships with parents and information about children's care needs are exchanged to ensure continuity of care. Parents are encouraged to attend special events when they can join their children for activities and see them during their time at the nursery. Children behave appropriately because staff give clear instructions. All staff are friendly and approachable which helps children to feel happy and secure. Most children play well together and develop friendships while they play. However, staff do not always help less confident children through encouragement and praise to play alongside their peers so that all children have opportunities to engage in the full range of experiences.

Children are well supervised and all areas of the nursery are safe and secure. Accident and incident records are maintained and parents are asked to sign to say that they have been informed. All staff have attended the required training that means that they can safely administer first aid. Staff also attend training that ensures that they have the skills and understanding to support children who may require emergency medication. Records and procedures regarding the administration of medication are followed diligently by staff to ensure children's good health and safety.

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

Safeguarding responsibilities are understood by all staff, who demonstrate through their practice that they take the required action to ensure that children are protected from harm. Guidance with regards to safeguarding practice is detailed and informative, which means that nursery staff respond appropriately and are confident about the role they play in child protection. The management and staff are also aware of their responsibilities with regards to notifying Ofsted of any significant events. Recruitment checks have been carried out to verify suitability; this includes obtaining a Disclosure and Barring Service check, verifying identity and seeking references to ensure suitability to work with children and families. New staff undergo a detailed induction, which means they have all the required information to support their practice. Where appropriate, new staff have support from mentors from within the staff team. Although a system for the performance management of staff has been introduced, opportunities for staff to have one-to-one supervisions with their line manager are not frequent enough. In addition, there is not enough focus on evaluating staff performance. Consequently, managers do not always identify the strengths and weaknesses in teaching practice.

Most children are making suitable progress in their learning and development and overall

monitoring means that managers identify any groups where learning is not as expected. Managers use this information to provide support to specific groups of children. However, although the planning and assessment system is embedded into daily practice, not enough focus has been given to the quality of information to ensure that the next steps are meaningful. Furthermore, the purpose of statutory assessments, such as the progress check for children between two and three years has been overlooked.

The nursery has undertaken some methods of evaluation to help them to identify areas from improvement. Action plans have been used to specifically target areas or resources. However, these methods have not been highly effective in monitoring the overall quality of the practice, to ensure that all children make the best possible progress. Partnerships with the school and nursery where most children move on to are strong. This is because the same management team and governing body oversees the running of the nursery. Children and parents view the nursery as an extension of the school. This helps children easily make the move to these settings when the time comes. Likewise, partnerships with the local children's centre, that also shares the same site, means that staff work closely together. Consequently, parents and children get additional help and support as required.

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

Unique reference number	EY275837
Local authority	Leicestershire
Inspection number	856158
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 2
Total number of places	18
Number of children on roll	19
Name of provider	Warren Hills Community Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01530 836462

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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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