

West Bassetlaw Childcare

West Bassetlaw Children's Centre, School Road, Worksop, S81 9PX



Inspection date

25 October 2017

Previous inspection date

22 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not accurately observe and assess all children's development and use the information to plan purposeful play for each child's individual needs. Children are not provided with suitably challenging learning experiences and their progress is hindered.
- The manager has not ensured there is a two-way flow of information between other settings that children also attend. This means that they do not have a shared approach to these children's learning.
- The key-person system is not implemented effectively enough to meet children's individual needs and support them to make the best possible progress.
- Staff do not gather sufficient information from parents about the skills and knowledge children already have on entry to the nursery.

It has the following strengths

- Children behave well. They treat each other with politeness and respect and are happy to share and take turns. Staff promote children's self-esteem. They praise children's positive behaviour, efforts and achievements.
- Children learn about the importance of living healthily. Staff provide children with nutritious snacks and meals and talk to them about the benefits of eating well. They ensure children adopt good hygiene routines, such as regular handwashing.
- The manager observes staff practice and carries out regular supervision meetings to manage their performance. Staff are keen to attend further training to improve their knowledge and skills.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure regular observations and assessments are effectively used to plan challenging activities that sharply focus on all children's interests and identified learning needs to help them make good progress in their learning 	25/01/2018
<ul style="list-style-type: none"> ■ ensure a regular two-way flow of information with other providers that children are also attending is established to provide a continual shared approach to their learning 	25/01/2018
<ul style="list-style-type: none"> ■ ensure that the key-person system is effective, to help ensure that every child's care and learning meet their individual needs. 	25/01/2018

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

- gather more detailed information from parents about what children already know and can do when they start at the nursery.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Ruth Moore

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and staff monitor the progress of groups of children, such as boys and girls, to ensure that any gaps in learning are identified and addressed. However, they have not maintained records or shared information with other providers if a child is attending more than one setting. The arrangements for safeguarding are effective. All staff are trained in child protection policies and procedures and know what to do if they have concerns about a child or a member of staff. Self-evaluation is an ongoing process and the manager has started to implement action plans to help improve the quality of practice. Partnerships with parents are established, overall. Parents appreciate that the nursery is flexible to their changing childcare needs.

Quality of teaching, learning and assessment requires improvement

Staff make observations and assessments of some children. However, they do not regularly observe and assess all children's development or use this information to identify and plan for their next steps in learning. Children are, therefore, not always effectively challenged to make good progress in readiness for school. Nevertheless, children are motivated and eager to join in the activities they independently choose in the well-thought-out playroom. Older children enjoy exploring natural materials and using twigs to make bridges for their cars. They enjoy singing and being creative. Babies enjoy exploring different textures and making marks with crayons. Staff share information with parents about children's learning to help extend continuity with home.

Personal development, behaviour and welfare require improvement

The key-person system is not effective. Recent changes to children's key persons and staff being on holiday mean that some key persons have poor knowledge of their key children. Furthermore, staff have not found successful methods to gather information from parents on entry about children's individual abilities and skills. Despite this, children are sociable, happy and settled. They have built bonds with staff and make friends with their peers, helping to foster their emotional security. Staff promote children's physical well-being. Children really enjoy taking part in parachute games and making movements to music.

Outcomes for children require improvement

Overall, children gain some skills that help prepare them for their future learning. However, the weaknesses in assessment and planning mean that children, including those who have special educational needs and/or disabilities, do not make the best possible progress. Nevertheless, children are confident and curious learners. They are developing some literacy and mathematical skills. Children enjoy reading books with staff and counting animals. Children keenly talk about events in their lives, describe things and express their thoughts. Staff model language for children to hear and are responsive to their questions. All children, including those who speak English as an additional language, are confident communicators.

Setting details

Unique reference number	EY476880
Local authority	Nottinghamshire
Inspection number	1105826
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	52
Number of children on roll	98
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	22 September 2014
Telephone number	07944324947

West Bassetlaw Childcare re-registered in 2014. The nursery employs 15 members of childcare staff. Of these, two hold early years professional status, two members of staff hold appropriate early years qualifications at level 5 and nine at level 3. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round. The nursery supports children who have special educational needs and/or disabilities and provides funded early education for two-, three- and four-year-old children.

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.

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