

Little Impressions Day Nursery

Unit 9, St. Albans Road Industrial Estate, St. Albans Road, STAFFORD, Staffordshire, ST16 3DR

Inspection date	08/09/2014
Previous inspection date	12/10/2011

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		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

- The management team and staff have failed to implement the safeguarding policy and procedures and managers are not sufficiently focused on safeguarding and child protection issues. Consequently, children's welfare is compromised.
- Leadership and management are poor due to the ineffective monitoring of staff performance, supervision arrangements and unclear roles and responsibilities. This results in little direction and challenge for the staff team, and therefore, improvement has not been secured.
- Poor identification of training needs and a programme of professional development results in training and supervision, which is not sufficiently focused on safeguarding and child protection and improving further the quality of teaching.
- Staff do not always make best use of the environment, activities, resources and teaching methods to further promote children's learning in some areas of learning. Therefore, the quality of teaching is variable, in particular the older and more able children's learning in the rooms, are not always fully extended.

It has the following strengths

- Staff develop close relationships with the children and their parents and carers. They know the children well and are attentive to their individual care needs.

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 playrooms and the outdoor area.
- The inspector held a meeting with the registered individual and the manager and carried out a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Parm Sansoyer

Full report

Information about the setting

Little Impressions Day Nursery registered in 2007 with the current owners. It operates from four rooms, within a converted industrial unit on an industrial estate, close to Stafford town centre. The nursery serves the local and wider community. It is accessible to all children and there is an enclosed area for outdoor play. The nursery is open from 7.30am to 6pm, weekdays, 52 weeks of the year. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 58 children on roll in the early years age group. The nursery provides funded free early education to children aged two-, three- and four-years. It supports children with special educational needs and/or disabilities. The nursery employs 10 members of childcare staff. Of these, nine hold a qualification at level 3 in early years and one holds a qualification at level 4 in early years. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure managers, including the designated lead who is responsible for safeguarding, promptly implements the policy and procedures in place in the event of an allegation being made against a member of staff
- ensure all staff have an up-to-date knowledge of the safeguarding policy and procedures and are able to identify signs and symptoms of possible abuse and neglect and respond in a timely manner
- ensure there are effective systems in place to support staff to undertake appropriate training and professional development opportunities to further improve the quality of teaching and learning and the safeguarding and protection of children
- ensure appropriate arrangements are in place for the monitoring, supervision and coaching of staff, including tackling underperformance, to increase staff's knowledge and skills and improve performance
- improve management and accountability arrangements by ensuring roles and responsibilities are clear and offer clear direction and challenge to staff to secure improvement
- improve the use of the environment outdoors and in the baby room to provide a broader range of experiences to offer a more challenging and enjoyable range of experiences to further support children's learning
- improve children's communication and language by ensuring activities have a clear learning intention, such as, introducing new vocabulary, ideas and concepts
- improve the programme for mathematics for the more able children by providing a broader range of experiences for children to explore concepts, such as, weight, capacity and measures.

Inspection judgements

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

Overall, the programme of activities and experiences sufficiently cover the seven areas of learning. Staff plan and provide a balance of adult-led and child-initiated activities and children, including two-year-olds, acquire the basic skills required in preparation for

school. Staff know the children well because they make daily observations of what children do, like and enjoy and use this information well to plan for their interest. Therefore, children enjoy their time at nursery. However, staff do not always place a strong enough focus on challenging the more able children in the rooms. Consequently, their learning is not fully extended and they do not make good progress from their starting points. Therefore, the quality of teaching and learning requires improvement. Positive relationships with parents and carers results in a steady two-way flow of information about the children's education, care and welfare. This is particularly evident for those children with special educational needs and/or disabilities. Staff work closely with parents and carers by sharing information to help meet their individual needs and help steadily narrow any gaps in their learning.

Children respond well to the routines in place and are supported well to increase their independence at snack and meal times. Children's communication and language is developing. Staff provide appropriate opportunities for children to talk freely about their interests and listen to each other. For example, group circle time in the morning is used well to encourage children to talk about their interests and share their experiences. Regular singing and story sessions are used well to support children's interest and encourage their language development. However, during activities staff interaction is variable because all staff do not always place enough emphasis on increasing children's language, for example, by introducing new vocabulary, ideas and concepts during activities. This is because the activity does not always have a clear enough learning intention and on occasions the focus is lost. During adult-led activities staff place a better focus on teaching as there is a clearer learning focus. Staff ensure all children have access to the outdoor area daily and children enjoy using the wheeled toys, tyres and wooden planks to balance and enjoy playing chasing games. However, staff do not make the most of the resources available, such as, bats, balls and hoops by making them available for the children.

The programme for understanding the world and mathematics requires improvement in some aspects. The outdoor play area, which is mainly used for physical play, incorporates few opportunities for children to begin to learn about their natural environment and few opportunities for children to explore and investigate. However, children are encouraged to observe and talk about changes in the weather and seasons as they take walks through the local nature trail. For example, in the two- to three-year-old children's room, the topic on autumn has resulted in children collecting leaves and twigs and creating their artwork for the autumn display. Indoors, children help care for the pet snails and fish. Children in pre-school have followed the life cycle of the frog and butterfly through observing the changes and stages of frog spawn and caterpillars. Staff provide appropriate opportunities for children to begin to problem solve, count, recognise numbers, sort and match as they build with construction toys, use puzzles and mathematical games, in a particular, during circle time. For example, staff in pre-school use various shaped cushions, which have printed on them a number and the corresponding number of shapes for children to recognise. Children are keen to join in and recognise shapes, such as, pentagon and the number and colour. However, staff do not make the most of activities that the children enjoy, such as, the sand, water and role-play area to incorporate a mathematical element. Therefore, more able children have fewer practical opportunities to explore mathematical concepts and ideas, for example, exploring capacity, weight and measures through the

activities they enjoy most. Staff provide a range of opportunities for children to develop an interest in early writing skills as they use a variety of writing materials, such as paint, crayons and chalk to make marks. Children begin to recognise their name, days of the week and month of the year at registration time. Staff in the pre-school room place a focus on extending the more able children's literacy skills by encouraging those who are ready to link letters and sounds. Staff provide daily opportunities for children to express their creativity and imagination through using a variety of arts and crafts materials and the role-play area. In addition, staff use food play, such as pasta, for children to use their senses. For example, children enjoy sprinkling glitter into the water and exploring how the glitter floats and how they can make marks in it, and babies enjoy feeling the compost on the tray.

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

Due to weaknesses in the managers and staff not having sufficient knowledge of child protection issues and not promptly implementing the safeguarding policy and procedures in place, the promotion of children's well-being is inadequate. This is because the children's welfare and emotional well-being can not be assured.

There is an appropriate key-person system in place and staff are deployed well. Staff foster positive relationships with their assigned key children. For example, staff know the children's likes, dislikes and preferences and meet these needs well. Clear routines in the baby room and the positive relationships with staff help them gain a sense of belonging. Babies form close attachments with familiar staff and they are happy to explore their environment. New children to the nursery are supported well to help them settle and transition from one room to another tailored according to the individual needs of children. Consequently, children are happy and settle easily. Links with the local feeder schools continue to develop to support transition. Resources and equipment are safe and suitable and overall, they are used appropriately to meet planned goals in learning. However, the use of available resources, in particular, in the baby room, requires improvement as well as the range of experiences available outdoors, so that a more rich and challenging range of experiences is provided.

Children benefit from freshly prepared meals including breakfast, lunch, tea and snacks, which are healthy, balanced and nutritious and prepared on site. The outdoor area provides children with an appropriate range of opportunities for physical play. All areas are kept appropriately clean and staff adopt effective strategies, such as, hand washing, using disposable gloves and aprons when changing nappies. Children learn about staying safe and healthy, for example, through visits from the police and fire brigade and topics on healthy eating and oral hygiene. Staff encourage children to learn the agreed codes of behaviour and overall, children are well behaved.

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

The inspection took place following a notification from the provider regarding an allegation being made against a member of staff. This inspection was prioritised due to the

notification and an unannounced visit carried out. The inspection found that the manager, who is also the designated lead for safeguarding, has failed to follow the safeguarding policy and procedures in place. She did not notify the Local Authority Designated Officer (LADO) to report and seek advice about an allegation made against a member of staff and failed to report this concern to Ofsted within 14 days of the allegation being made. This is also a breach of the Childcare Register requirements. When the manager did contact the LADO she was advised to carry out a full internal investigation, which has now concluded resulting in no action being taken against the member of staff. However, during this period the member of staff was allowed to continue to work with the children, which is not in line with the safeguarding policy and procedures. This compromises the children's safety and welfare. In addition, the inspection found staff also failed to follow the requirement in implementing the safeguarding policy and procedures, which also relates to the Childcare Register requirements. Staff did not report to the person in charge on the day, when they received information about the allegation against the member of staff. It was also found that not all staff have an up-to-date knowledge of the safeguarding policy and procedures and are able to identify signs and symptoms of possible abuse and neglect. This is also a breach of Childcare Register requirements. Therefore, staff are unable to respond in a timely manner to protect children and their welfare seriously compromised. There are appropriate recruitment and vetting procedures in place to ensure adults caring for children are suitable to do so to secure their safety.

Despite the poor leadership, staff remain motivated and are keen to improve experiences for children. However, there are weak systems in place for the monitoring of the educational programmes and of staff. For example, staff supervision is not conducted and the monitoring of practice within the rooms and systems to tackle underperformance are not in place or effective. In addition, there are ineffective systems in place to support staff to undertake appropriate training and professional development opportunities to further improve the quality of teaching and learning and the safeguarding of children. The leadership and management team are weak due to their unclear understanding of roles and responsibilities and because they have not kept up to date with the requirements of the Early Years Foundation Stage. Self-evaluation is weak and managers have failed to identify all areas for improvement. For example, any action taken to tackle areas of identified weakness has not been effective in directing staff and improvement has not been secured. A new deputy has recently been employed and she has more clearly identified many of the areas for improvement and some action has been taken, for example, to improve the range of experiences for children. However, it is too early to see the full impact of this as yet.

Parents and carers are kept appropriately informed through daily discussions and information is displayed about the topics and curriculum. In addition, the noticeboards and regular newsletters keeps them up to date about forthcoming events and any changes to the service offered. Parents and carers spoken to on the day of inspection report they are happy with the flexible service offered and their children are happy. Staff work well with other professionals working with children, to share information and help support their development and learning.

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 that every person caring for children is alert to any indications that a child may be suffering from harm (compulsory part of the Childcare Register)
- implement the written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register).
- implement the written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- ensure that every person caring for children is alert to any indications that a child may be suffering from harm (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

Unique reference number	EY360529
Local authority	Staffordshire
Inspection number	988231
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	58
Name of provider	Play Paradise Nurseries Limited
Date of previous inspection	12/10/2011
Telephone number	01785 252777

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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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