

ABC Nursery

Royce Road, MANCHESTER, M15 5BP

Inspection date	23/10/2013
Previous inspection date	24/04/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
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

- Staff have a poor understanding of the seven areas of learning and how to support children's learning. Therefore, the quality of teaching is poor, the activities and resources provided lack interest and children's progress is not adequately supported.
- Risk assessments are ineffective. This means that hazards are not identified by staff and are not removed or minimised before children arrive at the nursery.
- The key person system is weak and does not ensure that children's individual needs are consistently met. Therefore, children are unsettled and close relationships have not been formed.
- Behaviour management strategies are ineffective. As a result, children are not supported to learn the consequences of their actions.
- The environment and resources do not sufficiently challenge and stimulate children. As a result, children are not engaged in their learning.
- Leaders and managers have a poor understanding of their responsibilities. They have not ensured that the qualifications of staff meet requirements and have also not notified Ofsted of the new manager. The staff team are not encouraged to work together as a team and do not support each other in their day-to-day roles.

It has the following strengths

- Staff have a sound understanding of the child protection procedures and are aware of how to proceed should they be concerned about the welfare of a child in their care.

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 had a tour of the premises and held a meeting with the manager and registered provider.
- The inspector spoke to the nursery staff and observed their interactions with children.
- The inspector obtained the views of parents through discussions.
- The inspector looked at a sample of paperwork, including safe recruitment documentation and children's development files.

Inspector

Karen McWilliam

Full Report

Information about the setting

ABC Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the Hulme area of Manchester, and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from the ground floor and there is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at levels 2 and 3.

The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also provides care for older children after school and during school holidays, currently there are 21 children on roll within this age range. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice with a completion date of 29 November 2013 requiring the provider to:

ensure children are cared for in a safe environment by ensuring risk assessments effectively identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised

create a culture of mutual support, respect, teamwork and continuous professional development to ensure any issues are quickly identified and resolved and that staff receive the training and coaching they require in order to successfully enhance children's experiences within nursery

ensure that at least one member of staff working with children under the age of two holds a full and relevant level 3 qualification to ensure the needs and safety of children are met

ensure that the premises, including outdoor spaces, are fit for purpose, particularly ensuring that leaking ceilings and mould do not pose a safety risk to children.

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

- ensure the resources and the environment are sufficiently challenging and stimulating in order to engage and motivate children so that their learning and development are adequately supported
- consider the individual needs and stage of development of each child in your care and use this information to plan and provide a challenging and enjoyable experience for each child in all areas of learning and development, particularly ensuring the youngest children's needs are met at mealtimes
- implement an effective behaviour management policy and ensure that a named practitioner has the skills to effectively advise and support staff to manage children's behaviour sensitively and consistently so they begin to learn and understand the behaviour expectations of the nursery
- improve the quality of teaching by developing staff's understanding of the characteristics of effective teaching and learning and how to support children to make good progress
- ensure the role of the key person is effectively implemented so that young

children form a close attachment with a member of staff, they become familiar with the setting and ensure that children's care is tailored to meet their individual needs.

Inspection judgements

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

Most staff do not have a sufficient knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They also have a poor understanding of their role in supporting children's learning and development. Therefore, the activities provided are not sufficiently challenging and the environment is not stimulating or supportive of children's learning. For example, during a hand painting activity staff do not give pre-school children the opportunity to explore and use paint independently. Staff do not understand the value of this type of activity for children, and therefore, they paint the children's hands for them and then point to the place on the paper that they want them to make their print. This means that children are not able to use their imaginations and explore their own creativity.

The new manager has recently implemented systems to obtain children's starting points and monitor the ongoing progress they make across the seven areas of learning. However, there are major inconsistencies in staff knowledge and the monitoring of children's progress. As a result, some of their expectations of children are too high. For example, young children under the age of two years are expected to meet development milestones of children aged three years and above while some children aged three years have been assessed as fully meeting all of the early learning goals. This shows that staff do not have an adequate understanding of child development or the purpose of their assessments. The inconsistencies in how staff monitor children's progress means that the planning for children's next steps in their learning is not based on robust assessments. This results in children not being appropriately supported to make suitable progress across the seven areas of learning as activities are not tailored appropriately to their needs. As a result, children are not supported in acquiring the necessary skills that they need for when they move onto school.

Most staff's interactions with children during their play are poor. Staff do not consistently involve children in conversations or ask questions that encourage them to think critically. Furthermore, staff cannot explain the learning intention of some planned activities. For example, they cannot explain the purpose of outdoor activities or how they fully support children's communication and language skills, including those for whom English is an additional language. In the main, staff merely supervise children rather than interact with them. However, younger children, including babies, do have some opportunities to develop their communication skills as they enjoy singing sessions and listening to stories.

While younger children make marks with crayons some staff suitably support their language skills by asking them about their pictures and praising them for their work. For example, children state they have drawn a picture of their mummy and staff respond

appropriately by asking the child where they are in the picture, therefore, offering some opportunities for children to ascribe meaning to their marks. In addition, children access some resources that provide further opportunities to support their early writing skills, such as magnetic letters, crayons, pencils and books within the nursery and during their outings to the local library. Some opportunities are also provided for children to develop their mathematical skills as they are introduced to weight and measure. Staff encourage children to match and compare colours while they are drawing, children construct with shaped bricks and enjoy tipping and filling activities in water. Children also take part in a variety of cultural festivals, such as Eid and Christmas, to help support their understanding of the diversity of the world in which they live.

Staff provide children with an adequate range of resources to support their physical skills. For example, children manipulate a range of small tools, such as crayons and paint brushes. Children also have access to a small outdoor area, however, purposeful play in this area is not always planned for. As a result, large groups of children of all ages are taken out together in an area that is not big enough to accommodate their needs. As staff do not understand the value of outdoor play they do not plan for this only seeing it as an opportunity for them to have some fresh air. Therefore, children do not engage in any purposeful play while outside but instead create their own fun jumping in muddy puddles before being taken back inside because they are getting 'too dirty'. Planned outings to the park, where children access the large play equipment supports children's physical skills.

Children's development files are available for parents to look through and some contain observations or examples of children's work. Therefore, parents are suitably informed about the range of activities children take part in while in the nursery's care. In addition, parents have started to complete 'wow moments' and 'look what I did at home' sheets which have recently been implemented to help establish partnerships with parents. However, the impact of this is not yet evident. The nursery's special educational needs coordinator also works alongside parents to write individual play plans to ensure children have some of their needs met.

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

Children's well-being is compromised because daily checks of the premises are not effective. As a result, water dripping from the ceiling in the children's sleep room and mould on the ceiling goes unnoticed by staff. The key person system is ineffective and does not ensure all children have a smooth transition into the nursery. As a result, children that are upset are not nurtured and supported by staff who know them well enough to meet their individual needs. While children do take part in some planned activities which contribute to their awareness of keeping themselves safe, such as regular evacuation practices, staff fail to give a high enough priority to promoting children's safety and well-being.

Children are not consistently supported to manage their behaviour by staff. Although some staff offer children praise, most of the staff merely give out instructions without offering any explanations that are appropriate to the children's age and stage of development. For example, some pre-school children continually run around the room and are told by staff

to 'stop' or to 'sit down'. However, as they are not given any further directions or encouraged to join in with an activity as soon as the staff turn away the children start again. Also, within the younger children's rooms, toddlers are not encouraged to understand the effects of their behaviour on others. For example, when they hit other children with toys staff just say 'no' and remove the toy without providing any further reasoning or getting down to the child's level to ensure that they have the child's attention. This does not support children to learn the consequences of their actions or support their understanding of right and wrong. The nursery's resources and environment further contribute to children not being sufficiently challenged and stimulated. Resources do not capture children's interests, such as sand trays without sufficient sand in them for children to explore and play with. This lack of stimulation does not support children to be motivated and busy learners.

Children benefit from daily access to the fresh air either by playing in the outdoors at nursery or by taking part in outings to the park. Fresh drinking water is available and accessible and menus detail meals including chicken roast dinners. However, mealtimes are not enjoyable occasions as children have to wait long periods of time to be served with many of them getting restless and the youngest of children becoming very distressed. Staff do not support each other at mealtimes to ensure the needs of all the children are met, particularly the youngest babies. As a result, staff carry on serving other children while babies become increasingly upset at having to wait for their lunch resulting in them either being too upset to eat or falling asleep before they have eaten.

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

This inspection took place due to concerns regarding the safety of the premises and resources, staff interactions with children and the interactions between management and staff. During the inspection it was found that risk assessments do not adequately identify risks to children and that in the main interactions with children are poor resulting in children not being engaged in their learning. Relationships between staff and the management team are weak and do not pull together as a team to improve quality or resolve areas of weakness. As a result, the atmosphere in the nursery is not one of mutual support and respect which impacts on their ability to work together as a team to drive improvements forward. Furthermore, the qualifications of the staff in the baby room do not meet the legal requirements and the registered provider has also failed to notify Ofsted that a new manager is in place which is an offence. As a result, a number of legal requirements on the Early Years Register and both parts of the Childcare Register are not met. Previously the nursery also received a welfare requirements notice from Ofsted regarding the suitability of staff. Most staff have now been checked through the disclosure and barring scheme, and those staff who are awaiting checks to be returned do not have unsupervised contact with children.

The registered provider does not have a good enough understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. As a result, she is unable to support staff and monitor practice to ensure the requirements are adequately and fully implemented. While the new manager is

enthusiastic about what she wants to do she has not yet had time to successfully cascade her knowledge of the learning and development requirements to the staff. Therefore, their knowledge of the requirements is limited and their practice and quality of teaching is poor.

The registered provider also has a weak understanding of her responsibilities to meet the safeguarding and welfare requirements. As a result, she has not been proactive in ensuring that the premises are safe and suitable. She has also failed to ensure that staff working with the youngest of children have the relevant qualifications for this role. Staff have a suitable understanding of their responsibilities to protect the children in their care. They are aware of the possible indicators of abuse and the procedures to follow if they needed to report any concerns to keep children safe.

Staff maintain a two-way flow of information with parents. For example, they ensure parents are aware of the activities the children have taken part in. Parents state that they are happy with the nursery and feel involved in their child's learning. The management team has a sound understanding of the advantage of liaising with local schools to support children's transition and liaising with other professionals to support children's needs. However, this has not yet been implemented. Also, because the assessments are based on a poor understanding of children's achievements the information that they intend to provide to other settings and schools is not accurate.

Self-evaluation is not used effectively to drive improvements and although the management team has started to evaluate their service it has not addressed all of the actions raised at the last inspection and weaknesses previously identified. They have also failed to prioritise the areas for improvement that would benefit children most. For example, they have prioritised paperwork rather than training and supporting staff in order to help them fulfil their roles and responsibilities.

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 the premises used for the purpose of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- implement systems to ensure that Ofsted are informed of the appointment of a new manager (compulsory part of the Childcare Register)
- ensure the premises used for the purpose of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- implement systems to ensure that Ofsted are informed of the appointment of a

new manager (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	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

Unique reference number	EY407535
Local authority	Manchester
Inspection number	939747
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	64
Name of provider	ABC Happy Days Nursery 2 Ltd
Date of previous inspection	24/04/2013
Telephone number	01616374345

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

