



Inspection Report For Early Years Provision

Unique Reference Number	BFG02DC183
Inspection Date	22 September 2011
Childcare Inspector	Mrs Annie Tomlinson
Registered Provision -Setting Name <i>Suppressed if childminder</i>	Ladybirds Day Nursery
Registered Provision -Setting Address <i>Suppressed if childminder</i>	Block 20 Oxford Kaserne 340 Roxelle Strasse 48161 Münster
Type of Care	Full Day Care

ABOUT THIS INSPECTION

British Forces Early Years Service is granted with accreditation by the Secretary of State for Defence for regulating childcare provision for Crown Servants overseas, in accordance with the criteria set out in the Tax Credit (New Category of Child Care Provider) Regulations 2002.

The purpose of this inspection is to assure the Ministry of Defence (MOD), parents and the public of the quality of child care.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004 and the National Standards for under 8s day care and childminding.

The report includes information on any complaints about childcare provision which British Forces Early Years Service (BFEYS) has received since 1st January 2006.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see booklet "Are you ready for your inspection" which is available from BFEYS.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are **inadequate-enforcement action**. The registered person **does not meet** the National Standards for under 8s daycare and childminding.

WHAT SORT OF SETTING IS IT?

Ladybirds Nursery is currently registered to provide care for 25 children from 1 to 4 years. It is situated on the first floor of a military building located on Oxford Barracks in Münster and has sole use of the premises within a shared building. The nursery serves the needs of British Service families and civilian employees attached to the local military community. There are currently 16 children on roll. Four children were present on the day of inspection. The provision opens Monday to Thursday from 09.00 to 15.00 and Friday 09.00 to 14.00 term time only. Children may attend for a variety of sessions.

The setting consists of five playrooms set up in areas of learning, kitchen, snack room and children's toilets with nappy changing facilities. There is also an office and staff toilets. Children are grouped according to age and stage of development. A fully enclosed outdoor area is available for outdoor play.

The nursery is co-ordinated by the Army Welfare Service. The manager is supernumerary and holds a level three qualification. The staff team comprises of a cleaner and 6 practitioners, 1 of whom is currently on maternity leave. One member of staff holds a level

two qualification. At present, no deputy is in place.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy.

The provision is **good**. Children remain healthy within a clean environment in which good hygiene practices are promoted and reinforced by staff; children are encouraged to wash their hands prior to eating and after using the toilet or outdoor area. Additionally, children are protected from cross contamination as policies and guidelines are effectively implemented and staff ensure all toys and equipment are sterilised and records are accurately maintained and displayed. Staff wear disposable gloves and aprons in accordance with hygiene regulations whilst preparing snack.

Children's allergies are well documented and displayed in the kitchen to alert staff when preparing snack. Additionally, individually named placemats with photographs have been introduced detailing children's likes, dislikes and allergies. This ensures that all staff have visual reminders of children's personal needs. Children remain well hydrated throughout the sessions and on outings as named beakers are available and accessible at all times, which not only promotes self awareness of their own well-being but also instils a sense of independence.

Children's medical needs are effectively managed; a small and clearly labelled refrigerator has been installed in the office to store medicines, a signed written list is kept updated detailing all medication held, thus ensuring that staff remain alert to children's individual medical needs. Children with minor injuries are well catered for as four members of staff hold current paediatric first aid certificates and lists of these individuals are clearly displayed throughout the setting, allowing all staff to be aware of whom to call upon should an incident occur. First aid boxes are readily available. Accident and incident records are accurately maintained and signed by parents in accordance with guidelines.

Outdoor play features within the provision are adequate and children enjoy vigorous play and fresh air in a large enclosed garden to promote their physical development.

Protecting children from harm or neglect and helping them to stay safe

The provision is **inadequate**. Children are cared for in an environment where furniture, equipment and toys are suitable for their purpose and generally help create an accessible environment. For example, one room has been transformed into a quiet area complete with soft furnishings for children to relax or rest should they become tired. Some steps are taken to promote safety within the setting; daily safety checks of toys and equipment are carried out, emergency evacuations of the building are practised on a term basis and individual members of staff are allocated specific responsibilities should an incident occur. This process has been further streamlined as children's contact details are held by the main exit to ensure a quick evacuation. Systems are also in place for managing access to the setting; all visitors sign in and out and passes are issued. Parents sign their child in both upon arrival and departure ensuring that children are accounted for at each session.

Although, risk assessments are, in the majority, well prepared and are made available for inspection, significant flaws remain. On the day of the inspection, children were taken on an outing around the outside area to collect objects from the environment. When questioned neither the manager nor the staff were able to locate the risk assessment for the outing, evidently breaching a legal requirement and the setting's own safety

procedures. According to the setting's policy, relevant risk assessments should be signed by staff prior to an outing to ensure that all members of staff are aware of the places visited and can respond quickly and efficiently to a potential call for distress. This was not adhered to. In addition the outing did not follow the plan outlined to the inspectors. It was to take place around the perimeter of the setting. Upon the children's return it transpired that the children had been taken to the opposite end of the camp. This scenario is indicative of the management's lack of awareness of the importance of keeping children safe at all times, hence placing their safety at unnecessary risk.

Children are generally protected from harm; three members of staff have attended Child Protection training, and a designated member of staff has been nominated. Staff are aware of the procedure to follow if they have a concern about a child.

Helping children achieve well and enjoy what they do

The provision is **inadequate**. Children are beginning to learn independence. Each child has an individually named coat peg complete with a photograph to enable children to hang up their own coats. Similarly, a self registration system has been introduced whereby children are encouraged to place a laminated photograph of themselves onto a 'tree' in the corridor. The older children have embraced this and were observed independently carrying out this process upon arrival from the FS1 setting for the afternoon session. Observations are carried out, by the practitioners, periodically which are used to plan the next steps for children's play, learning and development and the link between this and recording individual stages of achievement is beginning to take effect. Staff are able to identify children's learning needs and implement individual targets into the written planning. However, no system is currently in place for the manager who is the only person within the setting with a level three qualification to monitor and ensure this works in practice in meeting children's individual needs. Consequently, the provision of suitable activities to develop and challenge children remains ineffectual contributing to children's general disenchantment towards their overall learning and subsequent development.

Most activities are bland and uninspiring, failing to capture children's interests. For example, "Gloop" ('jelly-bath') was introduced earlier in the week for one child in order to meet a specific kinaesthetic learning style. However, conversations with staff highlighted a lack of interest from the child, due to the fact that the 'gloop' was cold. Despite staff having identified the reason why the child was reluctant to participate in the activity, no steps were taken to rectify this or review the activity.

Furthermore, valuable opportunities to promote spoken language are missed during snack time because staff tend to use closed questions which neither engage nor extend children's thinking. There are a number of rooms within the setting which could be utilised more effectively, given the high ratios of staff to children; 6 members of staff for 4 children on the register. However, inappropriate use of safety gates means that children are restricted to a room, which inhibits their sense of exploration and imaginative skills. This is mainly due to management's inability to adopt a holistic approach to the specific needs of the provision.

As daily routines are not established, children have been in attendance for three weeks but display little understanding of what is expected of them. Staff do not reinforce rules and boundaries or teach children about the behavioural expectations when moving from one activity to the next. As a result, children were observed wandering aimlessly in the corridor following snack and appearing unaware of where to go for the next session. This

is exacerbated by the fact that staff seemed also at times unaware of who is leading the session, leaving children more confused.

Helping children make a positive contribution

The provision is **satisfactory**. Children's individuality and cultural backgrounds are supported within the setting as there are a plethora of posters, words and phrases demonstrating that diversity and cultural differences are promoted and valued. Additionally, the setting embraces linguistic diversity. For instance, a member of staff of Nepalese origin plays a supportive role in communicating in the native language to both the children and liaising with parents from the same community.

Parents are generally happy with the care their children receive and are kept informed of their children's progress and care routines through daily record sheets and written reports, on a term basis. Additionally, management has created an informative parental display board in the corridor from which parents are able to obtain relevant paperwork or contact details for other agencies.

Children's behaviour is generally good. Behaviour management is delegated to one member of staff who demonstrates knowledge of the setting's policy in behaviour management and is confident dealing with recurrent behavioural issues. Manners are reinforced at snack times as staff role model appropriate language such as 'please' and 'thank you'.

As part of the setting's special needs procedure, staff work with parents and other agencies to ensure relevant information is gathered and strategies outlined at placement. However, on questioning, the manager appeared unaware that there was a child in attendance with additional needs, which further calls into question the commitment and effectiveness of the management in promoting an inclusive environment where children's social care is provided with the best learning opportunities.

Organisation

The provision is **inadequate**. The content, suitability and effectiveness of the provision have been subject to a considerable amount of outside assistance but there is little evidence that the support provided has had a beneficial impact in improving the quality of the provision. This is due to weak leadership and management. Actions raised from previous inspections have been addressed, however, whilst pursuing these goals, focus has been detracted from the necessary attention needed towards other aspects within the manager's remit. Consequently, the impact upon the daily running of the setting remains fractured in places to the detriment of children's safety, education and care.

The majority of staff induction training files are incomplete including one member of staff who has been employed for five months. Staff deployment is ineffective as consideration is not given to staff qualifications, experience working in childcare and the space available.

The manager continues to display a lack of knowledge of how to safeguard children's welfare, and promote learning and development. Little progress has been made in ensuring good quality care and education lies at the heart of the provision. Poor support is provided to unqualified members of staff in terms of producing sound individualised planning.

Overall, the provision requires significant improvement. The provider is given a Notice of Suspension of six weeks, which contains details of actions to be taken to bring about the

necessary improvement.

Improvements since the last inspection

Several actions were raised at the previous inspection. These have been addressed but no significant improvement to the overall quality and standards of care have been observed.

Complaints since the last inspection

There have been no complaints.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

BFEYS is taking enforcement action to safeguard the welfare of children.