

SCHOOL INSPECTION SERVICE

Independent professional inspection of registered EYFS settings accredited as members of the Steiner Waldorf Schools Fellowship

INSPECTION REPORT

INSPECTION OF REGISTERED EYFS SETTINGS LINKED TO STEINER WALDORF FELLOWSHIP SCHOOLS

Name of setting:	Rowans Day Nursery at Michael House
Ofsted number:	EY404693
Inspection team:	Reporting Inspector: Mrs Susan Gadd
Dates of inspection:	13 to 14 May 2014
Previous inspection date:	25 May 2011
Previous inspection provider:	Ofsted

SETTING DETAILS

Name of setting:	Rowans Day Nursery at Michael House School
Address of setting:	The Fields, Shipleigh, Heanor, Derbyshire, DE75 7JH
Telephone number:	01773 718050
Fax number:	01773 718050
Email address:	admin@michaelhouseschool.com
Proprietor:	Michael House Association Limited
Name of Manager:	Ms Sally Larkin
Name of Administrator:	Mrs Satu Sarkas-Bosman
Ofsted number:	EY404693
Type of setting:	Registered EYFS childcare setting on non-domestic premises accredited as a member of the Steiner Waldorf Schools Fellowship
Age range of children:	3 months to 4 years old
Gender of pupils:	Male and female
Total of places available:	23 Boys: 12 Girls: 11
Type of inspection:	Inspection of a registered early years setting linked to a Steiner Waldorf Fellowship School
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SECTION A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service under Section 162(A) of the Education Act 2002. The purpose of the inspection is to inform the Secretary of State of the quality and standards of the provision. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care in the Early Years Foundation Stage (EYFS). The inspection follows the inspection framework laid down by the Service and the Steiner Waldorf Schools Fellowship and agreed with the Department for Education (DfE). It was conducted by independent professional inspectors who looked at all aspects of the setting's provision as required by the current Statutory Framework for the Early Years Foundation Stage.

Information about the setting:

Rowans Day Nursery at Michael House opened in 2010 and is located in Heanor, Derbyshire. The Nursery operates under the Steiner Waldorf approach. The Nursery is self-contained and all areas are on the ground floor. Children have access to an enclosed outdoor play area. The Nursery is registered to care for a maximum of twenty-three children under the age of six at any one time, nine of whom may be under the age of two years old. There are currently twenty-one children on roll, and of these, six are in receipt of the nursery funding for three year olds and two are in receipt of funding for two year olds. Wrap around care is provided for children attending the school, including breakfast club starting at 7.30 am and after school care until 6.00 pm. A parent and child group also takes place three times a week. This did not form a part of this inspection, and is held in a separate building away from the Nursery.

The Nursery operates fifty-one weeks of the year and is open Monday to Friday from 7.30 am until 6.00 pm. This setting receives support from the local authority and is managed by a qualified teacher.

Summary of main findings:

The overall quality and standards of the early years' provision	Grade 3
How well the early years' provision meets the needs of the range of children who attend	Grade 2
The contribution of the early years provision to children's well-being	Grade 1
The effectiveness of leadership and management of the early years' provision	Grade 4

Does the setting meet the statutory requirements?

No.

What the setting must do to comply with the statutory requirements:

The Safeguarding and Welfare Requirements:

Ensure that the provider takes all necessary steps to keep children safe and well by:

- introducing effective monitoring systems to ensure that that staff follow the policies and procedures;
- ensuring that all staff receive the relevant training so that they understand how to implement the policies and procedures to safeguard children;
- ensuring that the lead practitioner attends the relevant child protection training course enabling them to understand and respond appropriately to signs of possible abuse and neglect.

Suitable people:

The provider must take all necessary steps to:

- ensure that people looking after children are suitable to fulfil the requirements of their roles prior to starting work; and
- ensure there are effective systems in place to check the suitability of people likely to have regular contact with the children by consistently applying the safer recruitment specifications.

Safety and suitability of premises, environment and equipment:

The provider must take all necessary steps to:

- comply with the requirements of health and safety legislation by making the relevant changes to the premises;
- ensure that health and safety policy is fully implemented by ensuring that fire drills take place at regular intervals; and
- to ensure the safety of children by providing staff with updated training on how to use fire extinguishers.

Information for parents/ carers which providers must make available:

The provider must take all necessary steps to:

- ensure that the school website and/or literature informs parents they are able to access more information about the EYFS (e.g. DfE website).

What the setting needs to do to improve further:

- ensure that planning consistently reflects the key areas of learning and makes specific reference to the children's developmental stage;
- ensure that the school management team develop stronger links with the Nursery by:
 - a) clarifying roles and responsibilities of leaders within the nursery; and
 - b) developing and implementing a systematic approach to supporting and developing the staff through appraisal and mentoring.

The overall quality and standards of the early years' provision

There are many strengths within the nursery along with a number of inadequacies. Consequently, this setting requires improvement.

Rowans Nursery provides children with a warm caring family atmosphere in which they flourish and make good progress from their starting points. The key worker plays a pivotal role in ensuring that children's individual needs are met and that they develop into confident and happy children enjoying their learning.

Parents and carers are very supportive of the setting and are kept well informed of their children's progress through a home/school diary and regular face-to-face discussions with adults in the setting. Good teaching and strong links with parents are a clear strength of the setting along with the outstanding care given to children.

The quality of leadership provided is inadequate; the school management team have not been rigorous in ensuring that safeguarding arrangements are implemented systematically or monitored with sufficient rigour. For example, the designated person for child protection's training had expired just before the inspection and the process of updating had yet to be completed. Regular fire drills have not taken place and modifications to the premises are required to meet regulations. In addition recruitment procedures have not always been followed with the appropriate thoroughness. However, all staff within the Nursery have had the relevant safeguarding checks.

The setting manager is responsible for the day-to-day running of the Nursery, and has ensured that considerable thought has been given to the rhythm of each day, ensuring that children feel safe and are happy and eager to learn. Consequently, children's social, emotional and personal development is outstanding. However, the setting has restricted funds and limited administrative support. On occasions, this hinders the pace at which changes can be brought about.

Good liaison and careful planning arrangements with Kindergarten ensure that children make a smooth transition into their next phase of education. Since the last inspection, adults within the Nursery have a more cohesive approach to children's learning and stronger links with outside agencies have been established.

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

The setting has been granted a range of exemptions to aspects of the EYFS curriculum from the Department for Education. These include a complete exemption to the literacy curriculum and modifications to communication and language, personal, social and emotional development, expressive arts and design and mathematics.

The children develop well and make good progress particularly in the prime areas of learning in communication and language and physical development. In personal, social and emotional development children make outstanding progress as a result of the significant emphasis that adults place on this part of the provision. Children are keen to imitate adults' actions through their play and interaction with one another, as a result children demonstrate strong concentration skills, co-operate well with one another while listening to each other and sharing their toys. Children enjoy learning new words and counting together through singing. In one session, children's understanding of counting to five was reinforced through singing one of their class songs 'Five little Peas.'

Children are encouraged to choose their own learning activities and adults skilfully question children while modelling language to accelerate children's progress. For example in one session children were making butterflies using a range of materials whilst discussing the colours and shapes they were using. Adults skilfully determined which children needed greater repetition of language and which children were eager to learn more about the textures and shapes they were creating. However this strong focus on modelling and imitation is not always consistently represented in the use of the outdoor learning environment.

Children enjoy learning outside and are able to explore the natural world around them and this also supports the good progress they make in their physical development. Great care is taken to ensure that children have a range of interesting resources within a limited budget and all children regardless of their age or ability are encouraged to learn together.

Key workers plan well for children's needs and interests and place particular emphasis on ensuring the resources and the learning environment supports children in making good progress. Adults have a good understanding of the developmental levels of children. However, formal planning does not always reflect this or make specific reference to the different areas of learning within the curriculum. On-going assessments are made through detailed observations where children's next steps are identified and shared with parents.

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

The quality of care is outstanding. Children quickly form strong bonds with the adults in Nursery and particularly their key workers. They develop into confident individuals with staff encouraging them to carry out tasks independently, such as tidying away and handing out fruit to one another at snack times. Children wait patiently for their snacks and enjoy eating together, sharing in the same food as the adults that support them. Eating time is a real community event and a time for reflection for all

involved. Children are encouraged to use the same utensils as the adults and eat healthy food through the nutritious meals provided. Children often manage their own hygiene and know when they need to wash their hands. For example, one of the younger children stated after eating her main meal and before pudding, 'I wash my hands!'

The strong modelling by adults ensures that children are keen to interact with one another and behave very well. They look after their resources and enjoy imitating adults as they tidy away. The outside and indoor environment provide good opportunities for children to explore safely their surroundings and develop their imagination in a range of areas.

Breakfast club and after school care is very good. It provides a valuable opportunity for children across the school to socialise and learn together whilst sharing food.

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

The school management team have limited involvement with the Nursery, despite having overall responsibility for this setting. They have not ensured that systems and procedures to safeguard children are rigorously implemented or monitored. Inconsistencies were identified in recruitment procedures, training for staff in relation to the use of fire extinguishers and child protection and a lack of regular fire drills. They have yet to carry out and implement any quality assurance process to support staff in this part of the school. Consequently the quality of leadership is inadequate.

Staff within the setting have recently created a simple school development plan which contains a list of short, medium and long term priorities along with general success criteria. The setting manager recognises that this plan is still in its early stages of development. However, they can already point to achievements as a result of the creation of this plan. For example, all adults within the setting have now received the relevant paediatric first aid training.

The setting manager ensures that the Nursery is well organised and meets the needs of individuals. As a result of her leadership adults within the setting are provided with guidance and support to ensure that children make good progress and feel safe and happy. Strong systems have been implemented to ensure that parents feel involved in their children's learning through a range of communications systems such as the home school diary, detailed observations and regular newsletters.

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools accredited as members of the Steiner Waldorf Schools Fellowship. Further copies of the report are available from the School Inspection Service website: www.schoolinspectionservice.co.uk