



Wisdom Kids Nursery

Inspection report for early years provision

Unique Reference Number	EY312766
Inspection date	27 March 2006
Inspector	Fiona Sapler
Setting Address	524 High Street North, Manor Park, London, E12 6QN
Telephone number	020 8478 2805
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Registered person	Salron Partners
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

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; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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 the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Wisdom Kids Nursery is privately owned and is based in Manor Park in the London Borough of Newham. It was reregistered in 2005 and operates from a room in a community centre. There is an enclosed outdoor space.

A maximum of 30 children, aged between 2 to 5 years old, may attend the nursery at

any one time. There are currently 9 children on roll, of these, 3 children receive funding for nursery education. The nursery is open each weekday from 08.00 to 18.00 all year round. The nursery currently supports children with special educational needs and employs 4 staff. Most of these hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children are not fully protected from the spread of infection because, although there are sufficient procedures in place, these are not consistently applied. For example, not all staff are sufficiently aware of the sickness policy and, therefore, this is not implemented effectively. Other policies and procedures, that help to maintain a healthy environment for the children are not reliably adhered to. For instance, some, but not all, members of staff wear gloves when preparing and serving food. Staff monitor the children's hand washing before eating but their lack of explanation means that children do not understand the reason or the importance of good personal hygiene. Staff do not always check if children have washed their hands after going to the toilet.

The welfare of a child who is unwell or injured is not fully safeguarded. Systems to record the administration of medication and accidents are in place. However, not all staff are aware of the location or existence of the accident or medication records. Some staff hold a current first aid certificate so they are aware of appropriate care if there is an accident, however there is no written consent from parents to seek treatment in case emergency, which means children are at risk in the incidence of a serious illness or injury.

Children receive a range of healthy snacks including bread and fruit encouraging them to develop healthy eating practices. Children also enjoy varied and nutritious meals which meet special dietary needs and ensure children remain healthy. Children are beginning to understand the importance of making healthy choices because practitioners talk to the children about what they are eating and the benefits of eating fruit and vegetables. Children are offered drinks regularly to prevent dehydration.

Children rarely play outside to extend their physical skills. When they are provided with the opportunity for outdoor play they are very enthusiastic and benefit from good support from staff helping them, for instance, to develop their throwing and catching skills. There are no opportunities for them to learn about the different ways their bodies work and move because they do not have the space or equipment to climb or run, however some physical activities are offered indoors such as skittles and a trampoline.

Younger children are encouraged to develop their physical skills and levels of independence when they are supported to feed themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The children's safety is seriously compromised when they are not sufficiently supervised when using the community centre toilets, situated across the hall from the playroom. Entry to the centre is not effectively monitored and, because of the function of the community centre there is a very great risk of intruder access. Staff do not consider this when allowing the children to leave the room to access the toilets independently.

Children move around freely and play in a spacious setting. There is sufficient, comfortable and well arranged child size furniture to provide a welcoming environment. They have access to a range of toys and resources appropriate for their age. They understand how to keep themselves safe, when playing, because staff provide clear explanations and gentle reminders.

Staff carry out regular risk assessments in the room, and outside, to minimise hazards to the children. Although there is an evacuation procedure displayed, there have been no fire drills carried out and therefore no log of any drills. This means, in the case of an emergency, staff and children are not aware of the correct method to leave the building or how to establish that children are safe.

Children's wellbeing is not fully protected as staff have a limited understanding of child protection issues and do not always know how to proceed if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well. Activities are laid out imaginatively and creatively, the children are interested in what is available for them to play with and spend time concentrating at each activity, choosing what to play with and moving around confidently. Their creative and imaginative development is encouraged through activities such as corn flour, play dough, sticking and drawing.

Nursery Education

The quality of teaching and learning is inadequate. Staff have no knowledge of the foundation stage. It is unclear how children's learning is achieved or progressed as there are no evaluative assessments, no observations and no planning specific to individual children's needs. This means that the practitioners do not identify the children's stages of learning or plan for the next step in their development. Whilst children are provided with a basic range of activities that hold their interest, there is no purpose to these, therefore they are not enabling the children to make progress in their learning and the range is insufficient to cover the breadth of the Foundation Stage curriculum.

Activities are provided to develop children's writing skills, however, at times, these

are inappropriate, such as worksheets. When presented with a chalkboard or a pen and paper the children enjoy attempting to write their names. Children's spoken language is developing well because, throughout some activities, staff talk to them and ask them open ended questions. Children recognise letters in their names but they are not introduced to the sounds letters make. Children enjoy listening to stories, and looking at books, and they are beginning to understand that written words have meaning.

Children's independence is not fostered as staff do not encourage children to develop their self help skills especially at mealtimes and when following personal hygiene routines.

There are limited opportunities for children to develop their mathematical skills, particularly to calculate or problem solve. They are not introduced to numbers as labels or the concept of shapes. Children are learning how to use numbers in everyday situations e.g when counting bounces of a ball, however, staff do not extend this throughout the nursery routine, for example, counting out plates and cups at meal times. Children are introduced to mathematical language when they play in the water and feel the weight of different bottles when they are full or empty.

Children are confident when moving around the room. Their hand and eye co-ordination is good. They are skilful when playing throwing and catching games and they receive good support when learning new skills such as rolling and throwing balls. Children use a range of small tools when playing with the play dough. They use pens and pencils and paintbrushes effectively and hold them correctly.

Children are able to express themselves creatively when they dress up, listen to music, play instruments and explore with the sand, paint, dough and cornflour.

There are very few opportunities to extend children's knowledge and understanding of the wider world through exploring places of interest and topics or to help them develop a sense of time and place. Children enjoy using their senses to explore objects in practical activities, for example, when playing with cornflour, they talk about the texture and the changes in it's appearance when they add water. When playing outside they notice the effects of nature around them and verbalise the wonder of these, for example when they describe the trees as flying in the wind, however, these cues are not developed by the staff team, to enhance the children's learning. Children seldom have access to equipment for information technology or programmable toys.

Helping children make a positive contribution

The provision is inadequate.

Children enjoy respectful relationships with adults and each other. They are beginning to develop confidence and self-esteem. Children use puzzles, books and imaginative resources in play that help to promote their awareness of differences in the community. Children and practitioners come from a range of different racial backgrounds which provides opportunities to extend children's understanding of other cultures. Children's spiritual, moral, social and cultural development is fostered

The nursery has experience of working with children with special needs. There is a policy statement, although this is not adhered to in practice, as there is no written information maintained to provide a consistent framework of care for children who have additional needs. Children are therefore not supported to progress and develop to their full potential.

Appropriate strategies, according to the age and stage of development, help children understand right from wrong. Children behave well and respond to requests for good behaviour. Staff make expectations of behaviour clear and give reasons for requests ensuring children understand why certain behaviour is not acceptable. Children learn important social skills such as sharing and listening to each other. They enjoy each other's company and treat each other kindly.

Because of frequent staff changes, staff have been unable to form worthwhile relationships with parents and are unsure of their responsibilities to keep the parents informed of their child's day.

Partnership with parents and carers of children who receive nursery education is inadequate.

Parents do not receive any information about the foundation stage. Plans are displayed for parents to see, however these show basic activities and do not reflect the foundation stage, therefore, provide little useful information. There are no opportunities for parents to discuss children's individual progress and information on how to support their child's learning at home are rare. This limits children's progress and inhibits parents ability to fully contribute to their child's learning

Organisation

The organisation is inadequate.

Leadership and management is inadequate. At this time there are no procedures in place to systematically monitor and evaluate teaching, daily practice, staff performance or training needs therefore weaknesses are not identified. The role of the manager is not well defined and frequent staff departures have a significant impact on staff morale and the children's sense of security and well being. This results in a lack of warm relationships between staff and the children who do not have sufficient opportunities to get to know each other. There is no key worker system although there are plans to develop the key worker role. The manager and a newly recruited team of workers are presently working on the delegation of duties and responsibilities. Ofsted had not been informed about the change in manager, and the management have not carried out sufficient checks to establish the manager's suitability to work with children.

A lack of knowledge of the Foundation Stage means that practitioners are not working together cohesively to develop the programme for older children.

There are no clear aims for the provision and there are no regular meetings and appraisals. Staff training needs are not identified, they do not have opportunities for professional development and the management do not actively encourage staff to

attend training. There are no effective systems in place for the continual assessment and development of staff. This means they are not supported in their role and do not always have the latest and most relevant information available

There is no formal induction programme, therefore, staff are not familiar with the policies and procedures that contribute to the safety and welfare of the children. Most required documentation is in place, however, these systems, for example the accident and medication records are not effectively used by all practitioners.

The setting does not meet the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

A complaint was received on 01/03/2006 regarding National Standards 2, 4, 5, 6, 7 and 8

Concerns related to equipment for outdoor play and sleeping, the condition of the premises, the failure of the nursery to provide a healthy nutritious diet and staffing qualifications and ratios.

An unannounced visit was made to the setting. During the course of the investigation there was no evidence that National Standards had not been met, however issues relating to the staff's training needs and outdoor play provision were identified and recommendations made to address these. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure Ofsted are informed of any significant changes particularly in regard to changes in management
- implement effective recruitment and induction procedures ensuring that staff are fully aware of all the nursery's policies and procedures
- ensure all staff are aware of the plan for emergency evacuation of the building and ensure that this is practised on a regular basis
- ensure the children are appropriately supervised when visiting the toilets
- ensure all staff are fully aware of the procedures relating to accidents and that all accidents are recorded accurately
- ensure all staff are fully aware of the procedures relating to medication and that the administration of all medication is recorded accurately
- develop staff's knowledge and understanding of child protection procedures
- implement effective systems to promote the welfare and development of children with learning difficulties and/or disabilities

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop the staff's knowledge and understanding of the Foundation Stage curriculum and of effective teaching methods
- ensure planning sufficiently covers the breadth of the Foundation Stage curriculum
- implement a system to monitor children's progress and use that information to inform planning
- implement effective systems to monitor the quality of the curriculum

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk