



Joyce Vakharia Nursery School

Inspection report for early years provision

Unique Reference Number	108390
Inspection date	03 October 2006
Inspector	Jennifer Read
Setting Address	Spiritualist Church, York Road, Maidenhead, Berkshire, SL6 1SF
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Registered person	Mary Lee
Type of inspection	Integrated
Type of care	Sessional 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 - enforcement action. 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 - special measures.

WHAT SORT OF SETTING IS IT?

Joyce Vakharia Nursery is privately owned. It opened in 1973 and operates from a hall in the Spiritualist Church, situated in Maidenhead, Berkshire. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 09.15 to 12.15 during school terms.

There are currently 15 children aged from two years to five years on roll. Of these, ten children receive funding for nursery education. Children attend from the local area. The nursery currently supports a number of children with learning difficulties and supports a number of children who speak English as an additional language.

The nursery employs four staff. Currently two staff member holds an appropriate early years qualification. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children are learning how to keep themselves healthy through consistent reminders from staff and daily routines. Children have a suitable understanding of their personal care and describe knowingly how washing their hands before eating is important because they 'have germs on them from playing'. They wash their hands without being reminded, after using the toilet and following craft activities and use their individual flannels to dry their hands. Staff continue to monitor toilet and hand washing routines to support the younger children with the taps. However, staff do not encourage children to wipe their own noses and promote independence in their personal care. The procedures for maintaining suitable levels of hygiene has improved to prevent the spread of infection, such as children and staff regularly wiping the tables after painting activities and before and after snack time. Although no children are currently attending who wear a nappy, a changing mat and disposable gloves are now in place and used appropriately by staff to minimise the risk of cross infection.

Two members of staff have now completed an approved first aid course to ensure at least one member of staff is present to administer appropriate treatment for minor injuries. The first aid box is displayed on the entrance table to ensure children receive treatment quickly; however, children's health is put at risk because the contents do not follow guidelines. Children's health is not maintained because systems to make sure each child's health and medical records are up-to-date are not secure. Accident records are not routinely shared with parents and incident and medication records are not in place in line with the requirements of registration.

Snack times have developed into social occasions, as they talk to each other and to adults about events in their lives. Children take it in turns to help collect the cups when everyone is finished but involvement in helping to prepare the snack and table is not encouraged. This does not encourage children to develop their independence skills and awareness of food. Children do not benefit from, or learn about, healthy, nutritious food, because the food options and quantity available is poor. The daily snack still consists of one small biscuit each and a small amount of milk or water to drink. Opportunities for children to access water throughout the session to ensure they are well-hydrated remains an issue.

Children enjoy very few opportunities to develop all round muscle control. The insufficient improvement in the facilities and resources available means children do not access adequate activities to develop their physical skills at each session. Physical play is not planned for and children are not challenged to build on fitness and their physical skills. They are unable to run around and exert themselves or take part in other forms of large physical activity regularly. As a result, there remain too few chances for children to learn about the importance of regular exercise in order to maintain good health. They enjoy occasional mini circuits involving, jumping into hoops, along to the tunnel and back round again. Children participate in well-known, repeated activities to increase their jumping, throwing and catching skills. Resources to extend children's climbing, balancing or pedalling skills have not been addressed.

Children have many occasions where they can rest and relax on the soft cushions. They seek comfort from familiar staff through cuddles and reassurance and assertively express their feelings. Children begin to develop a healthy independence as they learn to do some things for themselves, with the knowledge an adult is ready to support and help if necessary, for example, wiping the painting table down. Staff are perceptive to most children's emotional well-being and are ready to support and provide help, although some staff do too much for the children, which limits their independence.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children have more than enough indoor space to move freely and safely and satisfactory emphasis is given to making sure the environment is welcoming and bright for children to aid their development. Although, children do not access the grassed area for outdoor play facilities. The premises are tidy, clean and set up ready for the children to arrive. Even though the temperature of the room is cold on arrival and staff remind parents and children to provide and wear warm clothing there are adequate heating facilities. Many posters are positioned around the room with dedicated areas for different activities. However, displays of children's work do not decorate the room and children are not able to self-select their chosen toys safely due to the organisation of limited storage facilities. The resources are stacked up on top of each other and displayed on the high shelf in the cupboard.

Children's safety and security is not given suitable priority because systems to record children's and staff's daily attendance is not secure, not all safety policies and procedures are in place and risk assessments are not readily available, complete and known to all staff. Those in place are very basic and do not contain necessary plans to ensure hazards to children are effectively minimised. Regular visual checks of toys and resources ensure there are no broken parts that could harm a child.

Staff supervise children appropriately and monitor children leaving the room to visit the toilet. The two handle operation on the main door means children are unable to leave the premises unsupervised. However, visitors, parents and carers are still able to walk into the entrance area and hall unsupervised because adequate security measures have not been addressed. For example, the main entrance still remains unlocked during the session and systems to alert staff to the main door being opened are not in place. However, staff approach any visitors and do not leave them with unsupervised access to children. Staff and children practise the fire drill on an occasional basis throughout the year but have not practised the escape plan this term to introduce new children to the procedures. As a result, children are not familiar with the routine or know what action they need to take to help keep themselves safe in the event of an emergency.

The manager has a suitable awareness of the procedures to follow if she has concerns that a child may be at risk from abuse. However, staff are not secure in their understanding of child protection to safeguard children whilst in their care, especially when the manager is not present.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The younger children are happy and content because staff are welcoming, and give them lots of attention. They benefit from good relationships with familiar staff, which increases their well-being and sense of trust. Younger children are developing an understanding of being part of a bigger social group as they happily play together, laugh and cheerfully talk about what they are making with the dough, excitedly praising each other's achievements.

They are beginning to take turns and share more consistently with adult support during group activities, such as, in the sand and home corner play. Children are developing confidence and self-esteem through frequent praise for co-operation and achievements. For example, 'that's excellent, well done, you are so clever' a member of staff exclaims when a younger child completes a 24 piece puzzle with very little adult support.

Although staff do not use the Birth to Three matters framework, children show interest and participate in a satisfactory range of experiences that allow them to use some of their own ideas and build on their natural curiosity as learners. However, there is scope to improve opportunity for children to be active on a daily basis, to explore and investigate a wider range of natural materials and media. They experiment with crayons, pencils and stencils, explore patterns in the sand, paint and play dough. However, the organisation of the resources does not enable children to contribute to activities and to extend their play further.

Children are imaginative, respond positively to adult's involvement in their play, and include them in their tea party with the play dough. Children are confident to make decisions and share their thoughts and feelings, for example, a child says 'I want to do a butterfly painting'. He remembers the process of painting, folding the paper and rubbing his hand over the page before opening it up to reveal his creation excitedly.

Nursery Education

The quality of teaching and children's learning is inadequate. Some staff now has a greater input into the planning and delivery of the curriculum to children. They show a general knowledge of the purpose of the activities but their understanding of how to implement the Foundation Stage curriculum and activities to support and enhance children's learning so that they can build on what they already know and can do at the appropriate time, requires further improvement.

A well-planned programme of interesting activities, which cover all areas of learning based upon the stepping stones and children's next steps, both in and out of doors, is not place or specific to individual children's needs. For example, planning covers early learning goals, which do not reflect where children are at on the stepping stones. Children do not undertake any outings to learn about the local community and have few daily opportunities to extend their large muscle control. Improvement in the materials and resources available to support children's interest in everyday technology, their creativity, exploratory and investigative impulses is limited. As a result, there is insufficient, appropriate challenge and differentiation for children.

Children do show signs of making some progress along the stepping stones in some areas of learning. However, it is still unclear how the setting supports this, as there remains no clear system in place for tracking children's progress because staff rarely completes observations and the development records in place for some children are not up-to-date, linked to the stepping stones or specific to individual children's needs and next steps.

Staff focus on formal teaching methods for more able children, such as daily alphabet work sheets and drawing lines on the top of the paper to ensure children write their names straight. Although some children are interested in writing and are eager to learn, opportunities for children to make marks or practise their emergent writing in the role-play and other activities are not available or encouraged. The writing area is accessible daily, but improvements in the presentation of resources still needs monitoring to provide a varied range of equipment and ensure the paper available is clean for children to encourage their interest and enjoyment.

Children show interest in books and are beginning to understand elements of familiar stories. They recognise their name in print and readily find their name card each day to register their attendance. Children hear and say the letter of the week with support but words introduced to children at circle time are not well planned and do not provide a good example of phonetic sound to help children's understanding. Children very quickly lose interest, fidget, play with other toys, talk with their peers or move away from the group. More able children are gaining in confidence to speak in a group situation and share their news, such as, their holidays. However, children's listening skills are not encouraged effectively and many children talk over each other or play with other toys on the mat. This distracts the others and limits learning for all during whole group time.

Children interact well with each other, staff and visitors during free play and respond well to regular praise and adult involvement in their play. Children mostly enjoy the activities on offer and more able children concentrate and persevere at chosen activities generally well to complete tasks, for example, making their model of a vehicle. However, the resources and media available are very limited and some staff continue to spend much time supervising their play rather than extending it, or do too much for the children. For example, cutting out pieces of paper for children to use as windows on their vehicles, mixing the paints for children and altering children's models so the wheels are correctly positioned. This limits children's skills, independence and the learning they gain.

Children use number and mathematical language spontaneously in their play, for example, a child counts how many girls are present and how many boys are present at the table, using fingers, as a tool and recognising there are the same amount of boys and girls. This is supported well through activities connected to the daily routine. Children name basic shapes when using the stencils but naming three dimensional shapes and their properties is still not taking place to extend children that are more able.

Children enjoy planting seeds in pots and helping to nurture them as they grow. They build using a variety of construction sets. They spend much time building and rebuilding their trains until they have reached the desired outcome and use their imagination successfully to extend their play further, for example, building a station and platform for passengers. Children use

their own experiences in their imaginative play, for example, a child replicates the announcement at the train station, 'this is the 12.12 from Reading arriving at the station'.

The lack of development and use of the outdoor area and access to limited physical resources and planned activities means children have poor opportunities to improve their large physical skills. Children's fine muscle control is developing well. They are adept at manipulating play dough and tools, construction pieces and small vehicles with increasing dexterity.

Helping children make a positive contribution

The provision is inadequate.

Children are secure and settled because they form bonds with familiar staff. They are generally well behaved, mostly polite and co-operative in response to suitable boundaries for acceptable behaviour, regular praise and the calm attitude of staff. However, children do not take an active part in setting the rules for the group; an explanation is not always given for inappropriate behaviour and some behaviour is not addressed appropriately. This limits children from being able to learn what is right and wrong and to learn the consequences of their actions to manage consistently their own behaviour.

Staff value children as individuals, are sensitive but do not have sufficient awareness of children's individual needs. Although satisfactory arrangements are in place to care for children with learning difficulties, liaison with parents is not sufficient to ensure staff are fully informed to meet successfully children's specific needs.

There is a wealth of cultural knowledge through the children and parents and staff utilise this adequately through a sign for the home corner in Hindi, a selection of books in different languages and some Indian pots and bangles. However, staff continue to make no use of the community or plan topics or activities relating to children's own and other cultures and customs. This does not encourage a sense of belonging or self-worth and children have not increased their awareness of the wider world. Children's spiritual, moral, social and cultural development is not fostered.

Children benefit from the friendly relationships and informal contact between their parents and staff. Parents feel staff are welcoming and approachable. Parents receive adequate information about the setting through the nicely presented prospectus. This includes general information about daily routines with an example of daily activities and some policies and procedures. However, the policies do not contain up-to-date information to inform effectively parents and staff.

The partnership with parents and carers is inadequate. Staff have not up-dated or increased the information to parents about children's learning and progress. Parents receive very limited information about the Foundation Stage curriculum and children's activities, none of which reflects current curriculum guidance. This limits their understanding of the curriculum and hinders their awareness of how their children build on what they already know and can do.

On-going information for parents, which links their children's progress to the stepping stones, is yet to be implemented and communication with parents on entry to the setting is not

successful. Newsletters about topics and forthcoming events are sporadic and information regarding the letter of the week is not easily observed on the notice board, meaning very few parents take notice and contribute by bringing items from home. This continues to limit parent's from being able to take an active part in the setting and their child's learning.

Organisation

The organisation is inadequate.

The leadership and management of the nursery education is inadequate. Whilst the pre-school owns a satisfactory range of resources and provides some interesting activities for children, little progress has been made to address issues identified from the last inspection and initial development plan.

The development plan lacks detail, has not been up-dated and does not focus on pertinent issues, such as, information for parents, staff's training needs to increase their knowledge and understanding on how to implement the Foundation Stage curriculum and improving the system of monitoring and evaluating the nursery education and its impact. As a result, a training programme for staff has not been devised; the grouping of children does not support their learning; teaching methods have not been addressed and children do not have sufficient opportunities to explore, be physical and learn about their own festivals and the cultures and customs of others because there are a number of gaps in the programme of activities which have not been addressed sufficiently. Observation and assessments are not completed routinely and do not link to the stepping stones, planning and children's next steps. This restricts the learning and progress children are making in relation to their starting points.

Children are cared for in a friendly, relaxed environment where they receive adequate support during free-play. However, staff deployment during register time, story-time and all group times is not effective to help children gain much more from these times. Parents involvement in the life of the setting and their child's progress remains an issue and does not promote successfully children's welfare and learning.

Little progress has been made to up-date and expand the operational plan to ensure the risk assessments, records, policies and procedures for the efficient and safe management of the pre-school are in place, contain all the required detail and are available to parents, staff and inspection at all times. Recruitment and induction procedures are not in written form, clear or rigorous. Staff appraisals are not implemented and staff meetings are not routine, have a clear agenda or recorded to promote personal development. This means staff's on-going suitability is not monitored and systems to ensure children are cared for by new staff that are suitable and appropriately vetted are not secure. Consequently, staff still lack sound and reliable knowledge of the setting's policies, procedures and record keeping, such as, child protection and medication, to promote the welfare of the children in the setting.

The staff are friendly, very keen and committed to maintain the viability of the pre-school and recognise that it is a valuable community resource. The staff arrive early to the setting to ensure the activities and play areas are presented nicely to create a welcoming environment for the children. The manager is aware of many of the settings continuing weaknesses but training sought recently in order to improve the quality of care and education for children has not been

successful and support received has been limited. It is unlikely that the pre-school can improve the standards of nursery education and care without the advice and appropriate support of outside professionals. The setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the quality of care was judged as inadequate. The setting needed to establish hygienic nappy changing procedures; improve children's access to resources and activities that reflect their own cultural background and increase their awareness of diversity; and ensure that staff deputising in the manager's absence are familiar with the requirements in regulations and the setting policies including child protection procedures.

Staff now implement hygienic nappy changing procedures through use of a changing mat and disposable gloves to promote children's health. Little progress has been made to address the remaining actions to promote children's welfare. There are currently no systems in place to monitor the care provided and staff's professional development.

At the last inspection, the quality of nursery education was judged as inadequate. The setting needed to improve the staff's knowledge of the Foundation Stage curriculum; the systems for observing and assessing children's progress linked to the planning; and the planning to make sure it is stimulating and covers all areas of the curriculum with clear learning intentions.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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 - enforcement action. 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 - special measures.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

Ofsted is taking **enforcement action** to safeguard the welfare of children.

The quality and standards of the nursery education

The setting requires special measures to improve the provision for nursery education. The following urgent action is required:

- provide parents with information about the Foundation Stage curriculum, stepping stones and their children's on-going progress so that they may fully contribute to the pre-school and their child's learning. Improve the communication and sharing of information with parents and devise a common way for recording this to meet the needs of the children
- improve systems for monitoring the quality of the nursery education provision and evaluating its impact, especially in relation to the progress of more able and less able children
- ensure that plans and resources give children opportunity to experiment, use and explore a range of information and communication technology and to explore a wider range of large physical equipment and activities so that children are challenged to build on fitness and their climbing, balancing and their pedalling skills
- review whole-group times to ensure children learn as much as they can from them and are appropriately supported. (also applies to care)

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 *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk