



Twinkle Stars Day Nursery

Inspection report for early years provision

Unique Reference Number	144558
Inspection date	13 February 2007
Inspector	S Campbell
Setting Address	416 Seven Sisters Road, London, N4 2LX
Telephone number	020-8802-0550
E-mail	
Registered person	Caribbean Community Centre
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?

Twinkle Stars Day Nursery was registered in 1998. It operates from the Caribbean Community Centre in the London borough of Hackney. It is situated in the basement of the community centre and operates from two rooms. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 08:30 to 17:00 all year round.

There are currently nine children aged from one year to five years on roll. The setting is receiving nursery education funding for children.

The nursery employs three members of staff. Most staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's specific dietary requirements are satisfactorily met because practitioners gather relevant information about their dietary needs. A list of children's dietary needs is clearly displayed to ensure they receive the correct foods. Snack time is used as a social occasion where children sit and talk to their peers. Children scrape their plates and younger children are encouraged to feed themselves, although, not all children's independent skills are consistently encouraged at mealtimes by serving themselves. Children are developing some understanding of healthy eating because they receive healthy and nutritious snacks, such as fruit. Children's wishes are respected by staff, such as providing warm milk on request. However, fresh drinking water is not readily available throughout the day to prevent dehydration.

Children are cared for in a generally clean environment where they learn to follow satisfactory hygiene practices. Practitioners encourage children to wash their hands before mealtimes to minimise the spread of infection. However, when children cough they are told by staff to cover their mouth without explanations as to why they need to do so, for example to prevent the spread of germs. Children's health is further promoted because there are appropriate procedures in place when changing younger children.

Children's health is generally promoted because practitioners demonstrate a clear knowledge of the procedures to follow in the event of an accident. However, systems to record accidents are confusing because a number of systems are used limiting staff's ability to monitor accidents effectively. Information regarding accidents and medication given to children are shared with parents. Though, entries are not consistently acknowledged in the medication record and parents are not encouraged to sign entries in the accident book.

Children have regular opportunities to engage in outdoor play which contributes to a healthy lifestyle. They have access to wheel along tricycles and outdoor equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's welfare is generally promoted because practitioners have a secure knowledge of child protection issues and procedures. Children's welfare is further promoted because incidents that occur elsewhere are recorded. However, entries are not acknowledged by parents.

Most children arrive happy and settle quickly in their environment. Unsettled and upset children are reassured, comforted and cuddled by staff. Children are cared for in a welcoming environment. Children have access to a reasonable range of developmentally appropriate toys and resources. Children are able to make some choices about their play. They freely move from one activity to the next from those offered. Fire evacuation procedures are clearly displayed and understood by staff. However, fire drills are not systematically carried out therefore children are not able to develop an understanding of how to keep themselves safe in the event of an emergency evacuation.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are developing satisfactory relationships with staff. Practitioners show an interest in what children are doing by assisting and talking to children about their play, for example building towers and reading books. Children spend time alongside staff playing with dyed rice in the water tray. They skilfully take time scooping the rice and pouring it down the water wheel. Younger children's language is developing well. Practitioners ask open ended questions to encourage children to think and promote language development. However, this is not consistently encouraged. Children are given opportunities to act out real life situations as they play happily in the home corner and feed the doll with dyed rice and pasta shells.

Practitioners have attended Birth to three matters training and are receiving support from the local authority and subsequently have been working on planning, but this has yet to be implemented. On the day of the inspection there were no planned activities. Therefore, children's activities are provided at random and this impacts on children's learning to ensure their learning experience is maximised. The setting does not operate by a key worker system and subsequently practitioners are not able to demonstrate how children are progressing and plan for their next stage of development.

Nursery Education

The quality of teaching and learning is inadequate. Children are not able to make satisfactory progress because teaching is ineffective. On the day of the inspection there were no plans in place to ensure the six areas of learning are fully covered and meet children's individual needs. Children are forming good relationships with their peers. They are developing skills in taking turns and they help to tidy up. Most children's independent skills are developing well as they attend to their personal needs by making an effort to put their coat on and wash their hands. Children are interested in the activities on offer. However, activities offered to children are often not age appropriate, such as a sorting and thinking programme on the computer and as a result children lose interest become bored and wander off.

There are a range of writing tools to enable children to develop their early writing skills. However, they do not receive sufficient guidance in this area. Children are confident speakers in group situations and more able children confidently sing a nursery rhyme to their peers and others. They enjoy story time and singing sessions and they are able to recall songs from memory, such as incy wincy spider and wind the bobbin up.

There is very little evidence of children's mathematical development. Through story telling sessions children are introduced to numbers. However, they are not encouraged to use mathematical language spontaneously, solve practical problems and count everyday objects. Children are making limited progress in knowledge and understanding of the world. Children have access to the computer, but this is adult led limiting children's skills to use information technology independently and find out how things work. Children are able to build and construct using a satisfactory range of resources.

Children explore their senses through different mediums, for example playing with compost and engaging in an interactive touchy feely story time session. There is little evidence that children have insufficient opportunities to express themselves through engaging in music activities. Art activities are adult led limiting children's opportunity to access craft materials independently to extend their imaginative and creative skills. Children are able to negotiate space well using outdoor tricycles. They use a satisfactory range of large equipment to promote their motor skills. However, practitioners do not plan for the garden to ensure children's learning experiences is extended outdoor.

Helping children make a positive contribution

The provision is inadequate.

Children's individual needs are generally well met because staff gather relevant information about their individual needs. Children have access to a satisfactory range of resources that promote images, such as disability figures, dressing up, puzzles and posters. However, evidence suggests that there are few opportunities for children to learn about the wider world and the community which they live in through planned topics, festivals and celebrations limiting children's understanding of valuing others, similarities and differences.

Children are generally well behaved. However, when children play with the compact disc player switching it off and on staff say "don't do that" without explanation. This limits children's understanding of right and wrong. Children are consistently praised by staff and their positive behaviour is rewarded with stickers. Children are very polite, they say "please" and "excuse me" without prompting. As a result children's spiritual, moral, social and cultural develop is fostered.

Staff are friendly and parents are warmly greeted on their arrival. Practitioners verbally share information about children's progress because formal procedures are not in place, for example the sharing of children's progress reports. On the day of the inspection there was no evidence to suggest that all relevant written parental consent has been obtained.

Partnership with parents is inadequate. Parents receive little formal information about their children's progress. On the day of the inspection there was no evidence to suggest how parents are informed of the foundation stage. Planning and assessments are not carried out by practitioners. Hence, parents are not able to contribute to their children's learning both within the setting and at home.

Organisation

The organisation is inadequate.

In the absence of the manager, staff do not have clear defined roles and as a result the welfare of children is compromised. Senior management are unclear about their roles with regards to ensuring there are systems in place to ensure a named NVQ level 3 person is responsible for the day to day management of the nursery at all times. On the day of the inspection there was insufficient evidence to suggest that satisfactory vetting procedures are carried out for all staff. This compromises children's safety while at the setting.

Children are cared for in a secure setting because entry to the nursery is managed by an entry code system and children are suitably supervised throughout the day. There are appropriate systems in place to record children's attendance and parents take responsibility to sign their children in and out. However, this is not consistently carried out, and on the day of the inspection a visitors log was not maintained to maximise children's safety.

Leadership and management of nursery education is inadequate. The effectiveness of nursery education is not sufficiently monitored to ensure it is fully implemented and meets children's needs. Staff are receiving support from the local authority, but secure plans have not yet been fully implemented. On the day of the inspection there was no clear management structure in the absence of the manager to ensure all areas of nursery education are sufficiently met. Overall, the setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection a number of recommendations were made and the provider was required to develop staff's knowledge and understanding of child protection issues and ensure that there is trained member of staff who has responsibility for child protection issues; devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development based on their individual needs; devise and make available to parents a written statement on special needs which is consistent with current legislation and guidance and ensure this is understood and implemented by all staff; ensure that children have an appropriate range of activities and resources that promote positive images; ensure there is a named staff member for behaviour management; provide a suitable range of toys and activities in order to meet the developmental needs of children from 2 to 5 years.

On the day of the inspection it was not possible to gather sufficient evidence to ensure secure improvement has been made to address previous recommendations. These mainly relate to a named person responsible for child protection and behaviour management; a written statement for special needs which is consistent with current legislation and guidance and shared fully with parents.

Some improvements have been made. Children now have access to a satisfactory range of resources that promote positive images. This promotes children's sense of belonging. Children's welfare is appropriately safeguarded because staff have a secure knowledge of child protection issues. Children have access to reasonable range of resources that meet their developmental needs.

Complaints since the last inspection

Ofsted has received four complaints, since the last inspection. The first concern raised in December 2004 relates to National Standard 2, National Standard 3 and National Standard 4. The second concern raised in February 2005 relates to National Standard 1, National Standard 3, National Standard 5 and National Standard 11. The third concern raised in October 05 relating to National Standard 1, National Standard 2, and National Standard 6. The fourth concern raised in February 2006 relates to National Standard 1, National Standard 3, National Standard 4 and National Standard 6.

Unannounced visits were carried out to investigate all these concerns. Evidence was found that the National Standards had been breached and as a result actions were made. With the concerns raised in December 04 the provider was asked to attend an interview in relation to complaint on the 20/1/05. The provider agreed actions to ensure Ofsted are informed to changes to staff particularly the manager, ensure there is a named person responsible for behaviour management, make improvement to resources and ensuring that there is suitable training for staff.

In relation to the second concern raised in February 05 actions were made in relation to National Standard 3 and National Standard 5. The provider responded confirming that resources has been purchased for all age groups and activities are planned at weekly staff meetings and staff are responsible for planning a suitable range of activities to meet children's needs and abilities.

In relation to the third concern raised in October 2005 actions were made in relation National Standard 1, National Standard 2 and National Standard 6. The provider responded to actions and agreed to notify Ofsted of any changes to the person in charge and ensure vetting procedures are carried out to ensure their suitability, and ensure the front of the building is made safe.

The fourth concern raised in February 2006 actions were made in relation to National Standard 1, National Standard 3, National 4 and National Standard 6. The provider agreed actions to ensure the front door to the premises is made secure and ensure children are not at risk from potential dangers sited in the garden.

Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

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:

- continue to develop staff's knowledge and understanding of the Birth to three matters framework and plan effectively for this

- improve systems for keeping a record of children's hours of attendance and maintain a log of visitors
- provide an action plan detailing a named deputy who is responsible to take charge in the absence of the manager
- ensure that all staff employed have completed the required vetting procedures
- make sure documentation is always readily available for inspection

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:

- devise and implement a robust system which successfully evaluates the effectiveness of the nursery education programme and care (also applies to care)
- improve staff's knowledge and understanding of the curriculum guidance for the Foundation stage to enable them to plan a broad balanced range of activities
- develop planning and records of assessment to ensure children's next steps for learning are clearly identified; used to inform planning and develop opportunities for parental involvement when completing assessments (also applies to care)

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 *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