

Little Cherubs

Inspection report for early years provision

Unique Reference Number EY281096
Inspection date 23 March 2007
Inspector Caroline Preston

Setting Address 164 Goodmayes Lane, Ilford, Essex, IG3 9PR

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Registered person Linda Margaret Davis

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?

Little Cherubs is a privately owned business. It opened in 2004 and operates from three rooms in a privately owned two storey converted house. It is situated in a residential area in Goodmayes, in the London borough of Redbridge. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 28 children aged from three months to under five years on roll. Of these 15 children receive funding for nursery education. The owner is also the manager and she employs seven staff, five of whom hold appropriate early years qualifications, with the deputy manager and two of the room leaders working towards achieving a level three qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's awareness of hygiene is not promoted well because children are not encouraged to wash their hands after eating. Staff do not follow appropriate hygiene procedures when changing children's nappies, as nappies are left in an open bin in the bathroom and not disposed of appropriately. Therefore there is a risk of cross infection. Accident and medication records are completed adequately. Permission has been sought from parents to seek emergency treatment if needed. All staff hold appropriate first aid certificates, however there are an insufficient number of first aid boxes available in each play room.

Children are not given opportunities at mealtimes to develop choice and independence. Staff place plates of food in front of children, therefore limiting their understanding of choice and not developing their self-help skills. Menus include a range of healthy and nutritious options and staff are aware of children's dietary requirements. Children have opportunities to play in the outside garden using a range of play resources that promote their physical development including; balls and bikes and climbing apparatus. They run, jump, skip and walk freely. However babies have limited access to play resources that promote their physical development and sit for long periods of time in baby chairs, staff do not offer sufficient activities to develop their physical skills. Therefore their individual needs are not being met.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The baby room is currently not in use due to building work; therefore the babies are being cared for downstairs in the three to four years olds playroom. Staff have not organised appropriate space and play resources to meet the needs of the babies downstairs. Some areas of the premises are unsafe because of the building work, for example, the staff room is cluttered with play resources, restricting walking area and minimising staff safety, however, this does not put children at risk.

Children do not freely choose play resources, and most activities are adult-led, toys are of a satisfactory standard. Staff do not have a sound knowledge of child protection issues; when questioned staff are unable to discuss types of abuse, signs and symptoms of abuse and how to make a referral, as a result children are not adequately safeguarded.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children do not freely choose play resources because most activities are adult-led and children sit for extended periods around the long tables in both playrooms. Staff are kind and have affectionate relationships with the children and children behave well, however activities are not freely available or organised to meet the children's needs. Space and play resources in the area currently being used for the babies is not organised appropriately and does not meet their needs.

The quality of teaching and learning is inadequate. Children make insufficient progress towards the early learning goals in each of the six areas of learning due to staff's limited understanding of the Foundation Stage curriculum. Planning does cover activities which do integrate the areas

of learning. However staff have not developed planning by observing children's individual needs then planning around these needs. Therefore staff do not have a clear understanding of individual children's learning needs. Play resources are not organised so that children can freely access them and the learning environment is not organised to attract and stimulate children. Children's progress is not monitored through the stepping stones towards the early learning goals.

Children show a positive attitude in what they are doing for example making shapes with play dough. Staff do not prepare children for new activities, understanding that such experiences can be both exciting and worrying. Staff do not encourage children to explore and talk about new learning, valuing their ideas and ways of doing things. Activities do not encourage children to ask questions, seek answers, take decisions and solve problems. Staff do not observe children engaged in self-chosen activities and use this in planning. There were no self-chosen activities. Children are not given information that helps children to understand why people do things differently from each other, and encourage children to talk about the differences.

Children have formed solid relationships with each other and staff and children behave well. Children are not encouraged to develop self-help skills, for example, tidying away their plates and cutlery at mealtimes, washing their hands after snacks, serving themselves at mealtimes, and putting their own coats on. Staff do not strengthen the positive impressions children have of their own cultures and faiths and these of others around them. The children come from a diverse range of backgrounds yet there are no posters, celebrations of festivals to promote this. Staff do not encourage children to talk with each other about similarities and differences in their experiences and the reasons for these similarities and differences.

Children are confident and able to speak in a group during circle time, however staff do not look at books and talk about and name objects in real everyday situations. Children do not have opportunities to initiate discussions from shared experiences and texts, practise in writing letters, for example, labelling their work, making cards and writing notices. Children are not given opportunities to use number names in order and in familiar contexts, use mathematical ideas and methods to solve practical problems. Children are not encouraged to experiment with words and sounds or take part in speaking and listening activities. Children are not given opportunities to use books for reference materials, use computers and recall words they see frequently.

Helping children make a positive contribution

The provision is inadequate.

There are too few play resources, posters and celebrations of festivals to promote children's awareness of the wider world. Therefore children do not learn about diversity. Staff are not clear about procedures for caring for children with learning disabilities. Parents receive appropriate information about the setting and service offered and are welcomed by staff to discuss any issues. Children's spiritual, moral, social and cultural development is fostered. Children behave well and show respect for each other and adults. They listen and are kind and play well together.

Partnership with parents and carers who receive nursery education is inadequate. Although there is written information given to the parents about the curriculum, the information is inconsistent with what parents receive in relation to their child's progress. This is because the systems staff use to plan and are not sufficient to move children through the stepping stones

towards the early learning goals. The information given to parents does not cover the curriculum adequately.

Organisation

The organisation is inadequate.

The provider's poor understanding of the National Standards and regulations means that poor management compromises the care offered to children. Babies are not cared for in a suitable environment because of the poor organisation of the play areas, due to the current building work being carried out. The provider has failed to organise and risk assess the impact the building work is having on the day to day running of the nursery. All records and other documentation which is required for the efficient management of the setting to promote welfare and care are maintained. The setting does not meet the needs of the range of children for whom it provides.

Leadership and management of the nursery education is inadequate. Staff do not provide a suitable curriculum, that meets children's individual learning needs. Planning and teaching is inadequate and is not monitored by the manager, so that any weaknesses can be addressed and put right. There are no systems in place to monitor and evaluate the Foundation Stage curriculum and the manager shows little understanding of what she needs to do in order to deliver the curriculum.

Improvements since the last inspection

At the last inspection the provider was asked to improve the following; improve snack and mealtimes to promote children's hygiene, provide sufficient space for babies to play and investigate, communicate effectively with children who have English as a second language. Comply with conditions of registration at all times, plan and organise effective lunchtime breaks so that children are appropriately cared for. Promote children's independence when children are eating and drinking and other self-help skills. Improve systems to monitor children's learning, involve parents, link to next steps of learning and the curriculum. Promote children's language and literacy skills, provide calculation and imaginative opportunities for children during play.

Snack and mealtimes do not promote hygiene because children are not encouraged to wash their hands after eating. Babies are not being given sufficient space to play and investigate because the baby room is currently not in use and provision for babies has not been planned for sufficiently in order to meet their needs. There are currently no children on roll with English as a second language. The setting now complies with all conditions of registration. Children's self-help skills are still not being developed as children are given their food and are not given opportunities to serve themselves. There are still no systems in place to monitor the effectiveness of the curriculum. Therefore since the last inspection there has been no improvement, which means children's needs are not being met.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards. The complaint related to National Standard 2: Organisation. The provider was not meeting requirements by not maintaining a completed daily register. Ofsted set an action to maintain a daily register and as a result the provider now maintains a daily record of children's attendance. Ofsted was satisfied that by taking these steps the provider remained qualified for registration at the time the investigations were closed.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints 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:

- promote the good health of children and take positive steps to prevent the spread of infection
- ensure all adults working and looking after children in the provision are able to put child protection procedures into practice
- plan and provide activities and play opportunities for babies to develop their emotional, physical, social and intellectual capabilities
- develop staff's understanding of promoting diversity and provide play resources that actively promote equality of opportunity.

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 staff's understanding of the Curriculum in order to provide a suitable range of activities and learning experiences to meet children's developmental and learning needs
- develop systems to monitor and evaluate the progress of the delivery of the Foundation Stage Curriculum
- ensure parents are given adequate information about the early learning goals and the progress of their children.

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