

# Grenfell Crèche Under Threes Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	105694
<b>Inspection date</b>	27 November 2007
<b>Inspector</b>	Helen Maria Steven
<b>Setting Address</b>	Grenfell Tower, Grenfell Road, London, W11 1TG
<b>Telephone number</b>	020 7727 0854
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<b>Registered person</b>	Lancaster West Children's Community Network
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

Grenfell Crèche Under Threes Centre opened in 1987. The provision is registered as a full day care nursery for children from birth to under five years and not as a crèche. It is one of five registered day care provisions run by the Lancaster West Children's Community Network in the Royal Borough of Kensington and Chelsea. The provision operates from first floor accommodation with stair access. A community drop in group also operates on the premises. The nursery supports a number of children who speak English as an additional language. Five core staff members are employed to work in the nursery; some of whom work part-time. Most staff members hold appropriate early years qualifications.

A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 09:15 – 16:30 for 48 weeks of the year. Most children attend for different sessions. There are currently 32 children aged from one to under three years on roll, however there are no funded children currently attending. When a provider does not have funded children on roll at the time of the inspection, inspection judgements are based on evidence gathered from

discussions with the provider and relevant documentation. The quality of the provision for nursery education cannot be judged better than satisfactory because there is no reliable evidence on which to assess its impact on children.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is promoted well as practitioners implement effective hygiene procedures to minimise the risk of cross infection within the provision. For example, nappy changing procedures are appropriate. Children are beginning to understand simple good health and hygiene practices, for example they wash their hands before having their snack. There are adequate numbers of staff trained in first aid; this means they can give appropriate care to children if there is an accident.

Parents work in partnership with the nursery staff to provide healthy and nutritious snacks for the children. Staff are aware of children's dietary needs; this information is recorded on children's records and displayed in the kitchen to inform all staff. Drinking water is always available and children can access water from a jug when they identify that they are thirsty. Children sit in small groups at the table to eat lunch, although staff sit beside them they do not eat with the children to provide them with positive role models.

Children are developing a positive attitude to physical exercise as there are regular opportunities to visit the local playground to climb and run. They relish swaying the wooden rocker and participating in action games which develop their large motor skills. Children's fine motor skills are developed as they thread beads and use tools such as scissors.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children's safety is compromised by the open access policy currently in operation at the setting. The main entrance to the nursery is not locked as the provider feels that it is vital for the community to see the door open. The inner door can be accessed by an adult. During the day members of the community freely access the premises including persons delivering mail. The action plan from the last inspection drawn up to address this issue details how staff members monitor the visitors. However, this is not always realistic as staff's attention is primarily on the children, and there are times that staff cannot see the hallway, for example, when at the other end of the room or sitting in the book corner. Therefore, unwanted visitors may access the premises and endanger the children. Additionally, community members do not always ensure that the door is shut behind them and therefore children may leave the premises unnoticed. Some fire drills are carried out, but the last recorded event was in January 2007, the previous drill was in February 2006. The fire alarm system is tested monthly and the manager states they have carried out a practice since the beginning of the year on some of these test days. However, they have not recorded these practices to assist staff in reducing the time taken to evacuate children safely in an emergency.

Children's welfare is not fully safeguarded as staff do not always ensure that persons who have not been vetted are never left alone with children. For example, parents may take children to the toilet, and this area is not always easily visible from the playroom.

Children benefit from a well organised playroom, the area is divided into smaller sections, such as a book area, role play area and creative area. Children freely explore the space and can safely access a good range of age appropriate toys. Resources are stored out of children's view in closed cupboards and a range is set out each day. Staff report that children are aware of what is available and are confident to ask for resources that are not set out. Children help themselves to some resources that are displayed on low level storage, for example, the dressing up clothes. They become aware of maintaining a safe environment by sweeping up the sand which is spilt on the floor.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the nursery, they arrive happy and confident and quickly settle into the routine, making their own choices about their play choosing from a range of accessible resources. Staff aim to give good levels of individual support especially when children are settling in, they speak to them in a calm way and skilfully distract them. However, this is made difficult due to the ratio of children to staff being over the National Standards guidelines and at times other adults within the room take on this role of settling the children. Established children have positive relationships with their key workers, they are keen to give the staff all their news from home.

The routine of the day enables the children to enjoy a range of activities, they move freely between different areas of the nursery, enjoying the range of activities on offer. Staff creatively set out the good range of resources. For example, toy mini beasts are hidden under dried leaves collected from the local environment. Children explore sounds as they use tools in the role play workshop, they bang hammers on wood loudly. The noise attracts other children who gleefully join in the fun. Children display a sense of achievement when they successfully balance small figures on chairs in their pretend play. They persist in this chosen activity even when it is challenging and pretend that the figures are family members.

Children are able to participate in imaginative and creative play such as the dressing up clothes. Children proudly show off their outfits to their friends who respond enthusiastically with a 'wow'. Staff take opportunities to encourage children's learning and development, for example, using a construction activity to promote colour recognition. Children sort large beads into colours; they pop them onto the tips of their fingers and then are encouraged to count them.

Children show care and concern for each other; they ask staff about the new children. Staff encourage children to sing 'row the boat' as they sway to and fro on the rocker; they then enjoy an impromptu singing session. Other children pull up chairs beside the rocker to join in with the songs. Staff members are expressive and talk to children about their feelings and reveal their favourite songs.

### **Nursery Education**

The nursery does not currently have funded children on roll. The focus of the nursery is to provide care for children under three using the Birth to three matters framework, but they use the Foundation Stage guidance when occasionally they care for children over three.

Through discussion the practitioners demonstrate they have a satisfactory knowledge and understanding of the Foundation Stage and how young children learn. They are able to plan and provide a suitable range of activities and experiences across the six areas of learning, taking

the needs of individual children into account. They are able to assess children's progress towards the early learning goals and help move children to the next stage in their learning.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children benefit from a friendly relationship between practitioners and parents, which is enhanced by an effective key worker system. Parents receive daily feedback on their children's activities and progress. Parents are very happy with the service provided and are full of praise for the staff team. A complaints procedure is in place; however the system in place for recording written complaints does not address each point of the regulation. It also records the name of the complainant, thus not affording this person confidentiality when the record is shared with other parents.

Practitioners know children's individual needs as there are detailed records in place about each child.

There is a special needs statement in place and there is a staff member with overall responsibility for co-ordinating special needs in the nursery. Practitioners have developed relationships with outside agencies to support children.

Children display good levels of confidence. A good selection of books enable children to value themselves and develop their self-esteem. They benefit from a range of posters and photos on display to promote the diversity of the society and to highlight community languages. Children begin to gain an understanding of other cultures and religions by age appropriate activities. Some displays are also more detailed for the benefit of the parents.

Children's behaviour is generally good; they know what is expected of them and are clear about what is right and wrong. Children are supported to share and take turns. They are given praise when they display good behaviour, which encourages them to continue. Staff work well as a team ensuring that children benefit from consistent messages.

### **Organisation**

The organisation is inadequate.

The provider has breached regulations and has not ensured that children are always cared for in line with ratios set out in the National Standards. Therefore, the provision does not meet the needs of the range of children for whom they provide. A daily attendance register is in place, but it does not include children's hours of attendance and does not record when children are no longer on the premises. It therefore does not offer an accurate historical record. In addition, the register is not accurate, for example, two children were not included on the register and another child was marked in for the afternoon session, but was not present. This puts children at risk in an event of an evacuation as staff may not be able to ensure that all children are accounted for. The staff attendance record is also inaccurate; it indicates absent staff are present and does not always specify the actual persons caring for the children.

At the inspection two members of staff were working with 11 children, which does not meet basic staff child ratios; this has an impact on the care given to the children as the dedicated staff team are stretched. Normally there would be three members of staff working with this group, due to sick leave a student who is level two qualified was available to support the staff and other staff members are available when required. The ratio in the National Standards is

one staff member to four children. Practitioners attempt to divide their time between settling new children and providing good care for the other children present. The staff team have opportunities to have non-contact time with children to spend time recording their observations and developing children's profiles. The staff have a sound understanding of the Birth to three matters framework and have regard for the Foundation Stage guidance.

There is a comprehensive range of policies and procedures in place which offer staff support as working documents. The registration certificate is on display in the manager's office, but when meetings are happening, the document cannot be viewed by parents. The centre operates a drop in group which is used by families in the local community, children attending the nursery for sessional care often also access the drop in facilities.

### **Improvements since the last inspection**

At the last inspection the provider was asked to devise and implement an action plan setting out how the nursery will be kept safe and secure from intruders and update the complaints procedure. An action plan has been devised, however it has not been implemented effectively to promote children's safety. The complaints procedure has been updated and includes relevant contact numbers.

### **Nursery Education**

At the last inspection the provider was asked to develop the written information for parents about the educational curriculum. The were asked to strengthen the programme for communication language and literacy and knowledge and understanding of the world. Currently there are no funded children on roll. The provider has yet to develop written information regarding the educational programme for parents. The provider identifies that they have improved the labelling of displays and children's paintings. They have planned regular opportunities for children to observe and investigate living things and learn about the environment they are in.

### **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.

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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:

- maintain the minimum child:staff ratios at all times
- improve the security of the premises to prevent children from leaving unnoticed or intruders entering
- ensure that children are not left with unvetted persons
- ensure that a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the persons who looked after them is maintained

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 further the registered person should take account of the following recommendation(s):

- provide written information for parents about the Foundation Stage curriculum

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](http://www.ofsted.gov.uk)