



## Victoria Kindergarten

Inspection report for early years provision

<b>Unique Reference Number</b>	EY268207
<b>Inspection date</b>	22 September 2005
<b>Inspector</b>	Cilla Burdis
<b>Setting Address</b>	84 Victoria Road West, Hebburn, Tyne and Wear, NE31 1LR
<b>Telephone number</b>	0191 430 1643
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<b>Registered person</b>	Nurserytime Group
<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 inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Victoria Kindergarten is one of three provisions run by the Nursery Time group. It was opened by the current owners in 2003. It operates from five playrooms in a two-storey, semi-detached house. It is situated in a residential area of South Tyneside and has good transport links.

A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round; closing only on bank holidays and the Christmas to New Year holiday period. All children share access to a secure, enclosed outdoor play area.

There are currently 17 children aged from 14 months to under 5 years on roll; of these, 2 children receive funding for nursery education. Children come from the local and wider community. The nursery is not currently supporting any children with special educational needs nor children who speak English as an additional language.

The nursery employs nine staff supported by a cook and cleaner. There are eight members of staff, including the acting manager, who hold appropriate early years qualifications. Of these, three staff members who are working towards a higher level qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children enjoy a range of activities that contribute towards good health. There are daily opportunities for children to participate in activities, both indoors and outside, to promote physical development. Children enjoy these activities and play imaginatively with others. Children however, are not receiving sufficient challenge during physical play in order to enhance their development. Parental guidance regarding children's sleep patterns is followed. Cots are provided for the younger children or they may sleep in their buggies. Children are closely monitored when sleeping and charts record the time the child has slept. The sleep charts also document the checks made by staff, which are undertaken every 15 minutes.

The environment is warm, comfortable and welcoming to children with furniture and equipment that is appropriate to the varying ages and needs of the children attending. Toys and resources stored indoors are of a good, clean standard. Outdoors however, toys are being left uncovered resulting in some being too dirty for the children to use.

Children learn the importance of good hygiene practice and follow care routines that develop their understanding, such as, hand washing before meals. Staff ensure the risk of cross-infection is reduced; for example, with regard to nappy changing, they wear disposable gloves and aprons and clean the changing mat after use.

Children's individual dietary needs are established when the placement is being arranged. Children are served a mid-session snack but do not have easy access to water during the sessions. Children are provided with healthy options at lunch time. Meals are freshly made by the cook who works on the premises. Mealtimes are a social occasion as children sit around tables together discussing what they have been doing or sharing their experiences. Children are helped to serve themselves and are encouraged to develop their independence when eating.

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

The provision is satisfactory.

Children have access to a warm and welcoming environment that is well maintained and decorated attractively to appeal to the children. They have access to a varied range of equipment, which is generally safe and of good quality. Children can move freely and independently, in the designated areas of the building, as most risks have been identified and minimised. Outdoors however, some resources are broken and there is ivy trailing in the children's play area. There is no evidence to show that ongoing risk assessments and regular safety checks are undertaken to ensure a safe environment is maintained. As a result, staff's vigilance and awareness, regarding the promotion of children's safety, is inconsistent. Nursery routines develop children's understanding of procedures that promote their own safety such as, holding onto the stair rail when going down the stairs.

Outings to the library are a regular part of the routine. Written procedures are in place to inform staff of their responsibilities and the procedure to follow. There is no evidence however, of a risk assessment being undertaken prior to an outing and the procedures do not ensure that a member of staff holding a current first aid certificate accompanies the children.

Staff have an awareness of child protection and have some understanding regarding their responsibilities to protect children. They know that concerns must be reported to the designated member of staff and that the procedures they must follow are documented in the child protection policy. They are not however, vigilant in ensuring that staff and students, who have not been vetted, are never left alone with the children.

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

The provision is satisfactory.

The children generally, are happy and settled. Although most of the children relate well to the staff, there have been a number of staff changes recently which is having a detrimental impact on the children's relationships with staff. The older children express their concern by requesting to know who their carers will be for the day. Most children are developing good friendships with other children and enjoy seeking out others to play and share experiences. They enjoy playing imaginatively, using props for role play, and like to join in action rhymes and songs. Most of the children are becoming confident communicators as they share ideas and recall events that are special to them.

Staff working with the younger children are following the Birth to three matters framework to support their planning. This framework provides guidance to staff regarding ways to effectively involve children in activities whilst supporting their development and learning. The planning for the older children's activities is not being followed. As a result, the majority of the children's day is spent passing the time rather than being involved in activities that support and promote the individual child's development and learning.

The nursery environment and equipment is organised effectively so that children are able to self-select resources, which are appropriate to their age and stage of development. The nursery is well resourced but staff do not always use resources effectively to support children's learning and development. Insufficient planning and preparation in the pre-school room results in some resources not being readily available for use such as, no paint in the paint pots and the lid being left on the sand tray.

## NURSERY EDUCATION

The quality of teaching and learning is inadequate. Staff have a limited knowledge and understanding of the Curriculum guidance for the foundation stage. This is partially due to the staffing difficulties in the nursery generally. This has meant that some staff working with the children are unqualified and others have not worked with this age group. As a result, they do not have the knowledge and skills to support and develop children's learning. Activity planning is in place but is not being followed and implemented. Although the planning of activities cover the six areas of learning, the assessments do not clearly link to the stepping stones and there is no effective evaluation of activities. The planning documents have a section for the differentiation of activities but this is not being completed. Development records are not being maintained so staff are not able to clearly identify the progress each child is making. Subsequently, observations and assessments are not being used to inform future plans and as a result children are not receiving sufficient challenge or support in accordance with their individual needs.

Most children have settled well and show a sense of belonging as they anticipate routines and share experiences with others. Their sense of security is not being supported effectively because of the changes in the staff caring for them. They are encouraged to show care and consideration to others but on occasions staff do not effectively challenge and divert behaviour that is not acceptable.

Children do not always freely access resources even though they have been made accessible to them. They enjoy participating in activities that are adult-led, such as a dough making activity. The children enjoy looking at books and talking to staff and other children. However, staff do not always question children effectively to encourage them to think or make predictions about what they think may happen. Because the activities provided are not planned in advance, the quality of the experiences for the children can vary and are not being monitored. The staff do not have evidence of the child's abilities or level of development. As a result, staff are not clear about the support or challenge needed to promote the development of each child. The children however, do participate in a variety of activities, for example, they are competent at counting and enjoy songs that develop number skills. They participate in a variety of creative activities that develop hand-eye co-ordination skills such as, cutting and drawing. Children can explore different materials including sand and dough but there are occasions when children's activities are too adult-led because an adult takes over the activity rather than allowing the child to experiment and explore. Also, staff do not always question children effectively to make them think or make predictions. Although children participate in activities that include all areas of the curriculum, for much of the time they are being occupied rather than having challenges set to encourage further learning and development.

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

The provision is satisfactory.

There are procedures in place to obtain details regarding the individual needs and abilities of all the children when they first attend. The nursery is proactive in ensuring appropriate action is taken when a child is identified as having special needs. All children are welcomed and there is a positive attitude towards inclusion.

Children's behaviour is satisfactory. Children are encouraged to show consideration towards others; they are learning to share and take turns. Children are showing respect for the environment by using resources carefully and appropriately. The older children play an active role in tidying up when requested. Staff display varying levels of skill and confidence in dealing with challenging behaviour and as a result some behaviour is not dealt with effectively.

A positive view of diversity is promoted and children's knowledge and awareness of the wider world is fostered through books, wall displays and activities. Although there is a good range of resources reflecting positive images of different cultures, there are none that reflect positive images of disability. Children are learning about the local community and make regular visits to the library.

Partnership with parents and carers is satisfactory. Most children benefit from the settling-in procedure and the initial sharing of information to inform staff of each child's abilities. The care needs of the younger children are also requested and records kept. Daily diaries record details regarding the care of the under-twos. Parents are encouraged to take the diaries home and to add information to share with the child's carers. Information is shared verbally with the parents of the older children. A notice-board keeps parents updated about general aspects of the provision. There are however, no formal arrangements for parents to discuss and share information about their child's development and achievements.

Overall, the setting fosters children's moral, social and cultural development.

## **Organisation**

The organisation is inadequate.

The manager and deputy have recently left the nursery, which has contributed to the leadership and management of the setting being inadequate. Currently, the manager of a sister nursery is dividing her time between managing the two nurseries, with the support of the registered provider. The registered provider is currently recruiting a new manager and deputy. The required policies and procedures are in place but there is no monitoring of staff's understanding or how effectively they are implemented within the nursery. In some instances they are inconsistently applied. As a result, the children are being cared for in an environment that is not monitored effectively. In addition, children's development and learning is not being effectively supported and developed within the pre-school room. Most records are satisfactorily maintained but the recording of accidents does not ensure confidentiality. Registers, apart from those completed very recently, are not available for inspection. The record

of complaints is not available for inspection.

There is an inconsistent staff group within the pre-school room. Most of the staff do not have a good awareness of the Curriculum guidance for the foundation stage of learning. At times, an unqualified staff member is working with a student who is on a work experience placement. As a result of the changes and inconsistencies with regard to staffing, the organisation and implementation of activities to support children's development are inadequate. There is no documentation available to inform staff of the support or challenge each child needs in order to make continual progress. Details of all staff working on the premises are not available. Regulations are not complied with, regarding the suitability of staff who are being left alone with the children, and Ofsted has not been updated about all the staff changes.

Leadership and management is inadequate. The temporary arrangements in place, regarding the management of the nursery, are not ensuring that the overall organisation of the nursery is operating effectively. There are no systems in place to ensure that teaching and learning is monitored. There are no systems to ensure that adults working with the pre-school children understand their roles and responsibilities in developing children's learning. Evaluations of activities and children's development are not undertaken and staff have little knowledge of each child's development needs.

Overall, the needs of all children who attend are not being met.

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

Most issues raised at the last Children Act inspection have been addressed and children's safety within the environment is improved by the action taken. The first floor landing and computer area have been made safe by fencing off the computer area and giving access via a safety gate. The low level mirror has been removed and a high level handle restricts children's access to the kitchen. The behaviour management policy includes a statement on bullying. The child protection policy includes police and social services details and the procedure to follow in the event of an allegation being made against a staff member. There is a potentially poisonous plant in the outdoor play area. The proprietor has sought information from a local horticultural college which indicates that the plant does not pose a risk to children's health and safety.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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 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 that there are effective procedures in place for checking that staff are suitable to work with children and that appropriate documentation is submitted to Ofsted
- ensure that any person who has not been vetted is never left alone with children
- ensure that the registers of attendance are retained for a period of two years from the date of the last entry.

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 Foundation Stage and how children learn
- develop effective procedures to assess children's development and use these assessments to help move children to the next stage of learning
- ensure records of children's development give a clear picture of the progress they are making
- provide daily opportunities for children to participate in activities where they are questioned and challenged.

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