

St. Richard's Nursery

Inspection report for early years provision

Unique reference number

EY389168

Inspection date

09/06/2009

Inspector

Julie Biddle

Setting address

St. Richards Church, Sussex Crescent, NORTHOLT,
Middlesex, UB5 4DR

Telephone number

07712 589 817

Email

zefcooke@hotmail.com

Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The setting operates from St Richards Church hall in Northolt in the London Borough of Ealing. The provision is all located on the ground floor and children have access to an outdoor play area. The nursery is open each weekday from 07:30 to 18:30 all year round.

The nursery is registered to care for a maximum of 30 children. There are currently 28 children on roll in the early years age group. Children come from the local and wider community. The nursery currently supports a number of children who speak English as an additional language. The nursery employs six staff, including the manager and over half of the staff hold appropriate early years qualifications.

The setting is registered on the Early Years Register and compulsory part of the Childcare Register

The setting is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. The setting does not adequately support children in their learning and development, this is due to staff's limited knowledge of the Early Years Foundation Stage (EYFS) and their ineffective deployment. The setting has limited systems in place to self-evaluate their practice, therefore, affecting their ability to identify areas for continuous improvement. The setting has some systems in place to share information with parents, however, these are in their infancy.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development (behaviour management) 26/06/2009
- ensure staffing arrangements are organised to ensure the safety and to meet the needs of all the children (staffing arrangements) 26/06/2009
- ensure staff adhere to the behaviour management policy at all times (behaviour management) 26/06/2009
- take necessary steps to safeguard and promote the welfare of children at all times (safeguarding and promoting children's welfare) 26/06/2009
- use observations to identify learning priorities and plan 26/06/2009

relevant and motivating learning experiences for each child

The leadership and management of the early years provision

The quality of the leadership and management is inadequate. Effective systems are not in place to identify and address strengths and weaknesses of the provision. The manager has an understanding of effective practice, however, this is severely hindered as the staff group lack the skills to work together as an effective team.

The setting does not have adequate procedures in place to ensure the safety and welfare of the children. There are systems in place for the safe recruitment and vetting of adults working directly with the children. However, staff are unclear of their roles and responsibilities, and this has a detrimental impact on the children's learning, safety and welfare. For example, there are times during the day when some children wander around the setting with very little interaction from staff. Appropriate children's records are maintained and relevant levels of consent are in place. Policies and procedures are in place to support practice, along with written risk assessments. However, staff do not have a sufficient understanding of the content of these to ensure the welfare and safety of the children. For example, staff at times use inappropriate behaviour management.

Through discussion, the manager was able to demonstrate that they do have some systems in place to work with parents, they provide parents with daily feedback on how the child has been and what they did at the setting. However, these links are not always effective and parents are not involved in their child's learning or development. Plans are displayed for parents, however, staff do not always put these plans into place. Staff gather information from parents and carers about children's starting points, which identify what children can do, their likes and dislikes.

The quality and standards of the early years provision

The children are not making adequate progress across all areas of learning and development. The planning is completed by identified staff, however, these plans are not based on the observations that have been carried out, and are not aimed at meeting the individual needs of the children. This has an impact on the children's self-esteem and emotional development. Furthermore, not all practitioners are secure in their knowledge and understanding of the EYFS and how children learn.

Children have access to an environment that is appropriately organised to enable them to access resources and make some choices about their play. Children enjoy activities such as playing with a train set, they have fun as they roll the train over the bridge, however, this activity is not extended as staff fail to interact with the children. In addition, the children take pleasure in playing imaginary games such as 'monsters' in the garden, they all laugh as one staff member joins in with the game. The children learn about their own culture and religion through a variety of

mediums, such as celebrating birthdays, with ideas and support from parents. However, the setting does not place sufficient emphasis on inclusion as the individual needs of all the children are not adequately met.

Children have some opportunities to develop their physical skills and health as they are able to access the garden, where they can swing, slide and use tricycles.

Children are provided with healthy foods, they enjoy freshly cooked foods such as pasta and meat balls. Children enjoy lunch time as a social occasion, however, staff do not sit with the children and lack of organisation means children often leave the table and are not given chances for independence at this time. Children are encouraged to wash their hands before eating, but they do not learn the significance of why good hygiene is important.

Children are not adequately supported to learn about how to keep safe, this is due to the fact that staff do not talk to children sufficiently about how they can stay safe. They, for example, repeat instructions to sit down but fail to explain to the children why this helps to prevent accidents.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met