



Joyce Vakharia Nursery School

Inspection report for early years provision

Unique Reference Number	108390
Inspection date	15 November 2005
Inspector	Glenda Pownall
Setting Address	Spiritualist Church, York Road, Maidenhead, Berkshire, SL6 1SF
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Registered person	Mary Lee
Type of inspection	Integrated
Type of care	Sessional 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?

Joyce Vakharia Nursery is privately owned. It opened in 1973 and operates from a hall in the Spiritualist Church. It is situated in Maidenhead, Berkshire. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 09.15 to 12.15 term time only.

There are currently 14 children aged from 2 to 5 years on roll. Of these, 9 children receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children with special educational needs, and supports a number of children who speak English as an additional language.

The nursery employs four staff. Currently one staff member holds an appropriate early years qualification. The manager is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Through some efficient daily practices, children learn to develop some good personal hygiene routines such as washing hands before eating food. The setting provides individual flannels for each child to dry their hands and staff supervise this to ensure children use the correct flannel. The manager regularly washes these. However, staff do not clean the tables before snack time and the nappy changing procedure is not effective. Children lay directly on the cold toilet floor and staff do not wear gloves when changing soiled nappies. This does not promote children's health.

Children interact well with each other whilst sitting together for snack. The rigid timetable does not enable children to request something to eat when they are hungry. The daily snack consists of one small biscuit, and a small amount of milk or water to drink with no opportunity to access water throughout the session. This does not encourage children to learn about healthy eating or develop their independence skills.

Children access some activities to develop physical skills at each session. Children enjoy ring games and action songs such as 'the farmers in his den' and 'Jack in the box'. They jump into hoops, increasing the distance and skill required each time. However, children do not access resources to extend their climbing or pedalling skills. They are unable to run around and exert themselves or take part in other forms of large physical activity. There are therefore too few chances for children to learn about the importance of regular exercise in order to maintain good health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are tidy, clean and set up ready for the children to arrive. On cold days, the temperature in the room is cool. However, the setting verbally informs parents to provide warm clothing for their children. The space is effectively organised to enable children to move around freely and play safely. Although the setting does not undertake any outings or local walks, children do develop some knowledge of road safety through discussion during physical play sessions. This helps children keep themselves safe.

Children access an adequate range of resources that are in generally good condition.

Regular visual checks of toys and resources ensure there are no broken parts that could harm a child. Staff have generally effective procedures in place to keep children safe. They are vigilant when children leave the main room to visit the toilet and accompany them. Visitors are able to walk into the hall unsupervised, as the main entrance remains unlocked during the session. However, staff immediately approach any visitors and do not leave them with unsupervised access to children. Staff and children practise the fire drill on a regular basis. This helps children become familiar with the routine in the event of an emergency evacuation.

The manager has a clear understanding of the procedures to follow if she has concerns that a child may be at risk from abuse. However, staff are not secure in their understanding of child protection. This does not safeguard children whilst in their care, especially when the manager is not present.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff greet each child as they arrive at the setting. Most children readily leave their main carers with ease settling straight into the daily routine. For example, they choose a book to look at whilst waiting for other children to arrive. The activities occupy the children throughout the session. Children move around the room independently, freely choosing which activities they participate in, but have few opportunities to select resources for themselves. Children form warm relationships with each other. They chat happily to one another at activities and play together in small groups. Children interact well with the staff when they take the time to sit with the children as they play. However, there are limited opportunities for children to extend their learning as staff take on the supervising rather than extending role.

Nursery Education

The quality of teaching and learning is inadequate. Most staff have little knowledge of the Foundation Stage and rely on the manager to plan and deliver the curriculum to children. Planning and assessment is lacking in detail and not specific to individual children's needs. Activities occupy children's time, but are generally uninspiring and do not extend more able children. Staff give insufficient attention to the different strands of learning. For example, children do not undertake any outings to learn about the local environment or places of interest. Their only access to real everyday technology is a torch and a tape player.

Children develop good relationships with each other and are confident to speak in front of small groups to answer the register and tell their news. Staff generally speak kindly to children offering lots of praise and encouragement. Children behave well. However, staff make comments to children about their artwork such as 'that's a mess now'. They rub out children's attempt to write their name if it is not straight. They tell children to 'go away and play' when there is no room at an activity. This does not foster children's sense of self-worth. Children increase their understanding of counting and calculation through activities connected to the daily routine. For example, children count how many boys and how many girls are present then add the two numbers together. Some children can confidently count to 10 and beyond.

Children can name flat shapes but staff do not extend children's knowledge of the different attributes of shapes.

Children practise writing their first name each day on their paper for the art activity. Staff provide name cards for children to copy. Some children can write their name using clearly recognisable letters. There is no extension of this activity for these children to encourage them to write their surname or other words. A writing table is accessible to children each day with paper, pencils, and stencils. It is not always appealing, as sometimes the paper available is not clean. This does not encourage children to develop an interest in writing. Children show an interest in books. They 'read' stories to other children, turning the pages from left to right. Children become absorbed in the group story time at the end of the session. However, staff encouraging children to leave when their parents arrive disrupts their enjoyment of the story. Children develop an understanding of the sounds letters make through activities sometimes undertaken at registration time. For example, children identify 'n' for November and nappy.

Children access a variety of activities to build and construct selecting and discarding pieces until they reach the desired outcome. When children are uncertain of the intention of an activity, they use their imaginations to positive effect. For example, with no adult to explain the activity several children carefully construct towers with the dominoes. Children also work together to develop stories using home corner resources. There is too much direction by adults at art and craft activities. For example, staff manoeuvre children's hands with printing equipment from the paint pot to the paper. This frustrates children who respond saying 'when is it my turn?' and 'I want to do it myself'. Children's fine motor skills are developing well. They are adept at manipulating play dough, construction pieces, and small world vehicles with increasing dexterity.

Helping children make a positive contribution

The provision is inadequate.

The setting has effective arrangements in place to care for children with special education needs. Staff are caring towards all children, but they have little awareness of equal opportunities. There are not sufficient resources or activities to support children in gaining further understanding of their own cultures or those of other people in the local community. This does not encourage a sense of self-worth. Children's spiritual, moral, social, and cultural development is not fostered. Staff generally act as good role models using praise and encouragement effectively to promote good behaviour. The children behave well. However, staff make occasional thoughtless comments, which do not build children's confidence or self-esteem.

Partnership with parents is inadequate. Staff have a good rapport with parents and are available to speak to them with regard to daily activities at either end of the session. The setting does not provide parents with details of their child's progress towards the early learning goals or their next steps in learning. This does not enhance children's education. Parents receive a prospectus prior to their child attending the group. This contains the setting policies, but little information about the

curriculum. There is a small notice board in the room, but it is not clearly visible to parents and the curriculum information on it is not easy to read. The setting does not provide parents with the complaints procedure or Ofsted contact details should they have a concern. This does not promote the welfare of the children in the setting.

Organisation

The organisation is inadequate.

The organisation of staff deputising in the absence of the manager is not effective. For example, the staff lack comprehensive understanding of the requirements of registration with regard to the settings policies, such as, the child protection procedure. Their knowledge is insufficient to ensure the safe management of the provision at all times. Most documentation and parental consents are in place, although the certificate of registration is not on display.

Leadership and management of the nursery education is inadequate. Staff are generally very caring of the children who are settled and secure in the environment. However, there is an over-emphasis on supervising activities rather than supporting children in their play to extend their knowledge and understanding. The activities and experiences available to children do not sufficiently cover all aspects of learning. For example, although children can briefly share details of the festivals they celebrate at home during registration time very few cultural activities are undertaken. The setting does not use the local environment to enhance children's learning.

Children do show signs of making some progress along the stepping stones. However, it is unclear how the setting supports this, as planning is not specific to individual children's needs, and the assessment records are not evaluative. There are no records at all of children's progress in physical development. Some children receive part or all of their funded nursery education at other settings. Parents are not fully involved in the life of the setting or their child's progress. The setting does not meet the needs of the range of children for whom it provides. The manager is aware of the setting's weaknesses and is currently attending training in order to improve the quality of care and education for children.

Improvements since the last inspection

The last inspection recommends the setting improve the availability of documentation; the risk assessment; resources reflecting diversity; and also ensures a first aid qualified person is present at all times. All documentation is now available for inspection all times. Staff usually keep hot drinks in the kitchen. The unguarded heaters now have clotheshorses around them to prevent a child accidentally falling against them. Children access very few resources reflecting the diverse society in which they live. The manager ensures there is always one member of staff present who has a current first aid certificate.

With regard to nursery education the last report recommends the setting improve staff knowledge of the Foundation Stage and deploy staff to support children in

activities to extend their learning. It recommends improving the planning and assessment systems to ensure they take account of children's individual needs and link to the stepping stones. Since the last inspection, there has been little progress with these recommendations. They remain significant areas for improvement at this inspection.

Complaints since the last inspection

There have been no complaints made to Ofsted since the 1 April 2004.

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:

- ensure that staff deputising in the manager's absence are familiar with the requirements in regulations and the setting policies including the child protection procedure
- establish hygienic nappy changing procedures for children
- improve the opportunities children have to access resources and activities that reflect their own cultural background and increase their awareness of diversity.

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 a system for the observation and assessment of children's progress towards the early learning goals and share children's development with parents
- plan a stimulating curriculum that covers all areas of development with clear learning outcomes
- improve staff knowledge of the Foundation Stage to enhance and extend children's learning.

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