

Sugar Plum Day Nursery

Inspection report for early years provision

Unique reference number	140463
Inspection date	08/01/2010
Inspector	Siobhan O'Callaghan
Setting address	255 West Green Road, Tottenham, N15 5EG
Telephone number	020 8800 7560
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Type of setting	Childcare on non-domestic premises

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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).

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Description of the setting

Sugar Plum Day Nursery was registered in 1998 and is managed by a voluntary management committee of members of the local church. It operates from a church hall located in the Tottenham area within the London Borough of Haringey. There is an enclosed outdoor area to the side of the hall for outside play. The nursery is open each week day at 8am to 6pm on Monday to Thursday and 8am to 3pm on Fridays for 50 weeks of the year.

The nursery is registered on the Early Years Register to care for a maximum of 24 children from one to under five years old at any one time. Of these, no more than eight children may be under three years, and of these, not more than six may be under two years at any one time. There are currently 20 children aged from one to four years on roll who attend for a variety of sessions. The nursery provides funded early education for three and four-year-olds. There are six members of permanent staff working with the children, including the manager. Of these five hold appropriate early years qualifications and one member of staff is working towards a qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Sugar Plum Day Nursery provides inconsistent care and education for children which results in them not having their individual needs fully met. Children have poor opportunities to make progress in their learning and development which in turn has a detrimental impact on their ability to reach their full potential. Children's welfare is significantly put at risk as the majority of policies, procedures and records to support their care are unavailable. The provision has taken little action in securing improvement since the last inspection, therefore, they are unable to instigate improved outcomes for children without the considerable help of outside agencies. The provision has also failed to meet a number of specific legal requirements.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

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:

- take steps to safeguard and promote the welfare of children by ensuring that necessary information is obtained from parents in advance of a child being admitted to the provision, and is available to staff at 11/01/2010

- all times (Safeguarding and promoting children's welfare)
- take necessary steps to safeguard children by monitoring unknown adults in the building (Safeguarding and promoting children's welfare) 11/01/2010
- ensure staff manage children's behaviour effectively and in a manner appropriate for their stage of development and particular needs (Safeguarding and promoting children's welfare) 22/01/2010
- meet the requirements for adult:child ratios as set out in Appendix 2 (Suitable people) 11/01/2010
- ensure that records are kept of the information that have been used to assess suitability to demonstrate to Ofsted that checks have been done. Records must include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable people) 11/01/2010
- keep a record of risk assessments clearly stating when it was carried out and by whom and ensure these are reviewed regularly (Suitable premises, environment and equipment) 04/02/2010
- introduce effective systems to ensure close working partnerships between early years practitioners, parents and other agencies to identify and meet the needs of all children (Safeguarding and promoting children's welfare) 04/02/2010
- implement effective planning and organisational systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 05/03/2010
- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 05/03/2010
- maintain a daily record of the names of the children looked after on the premises, and their hours of attendance (Documentation) 11/01/2010
- ensure all records are easily accessible and available for inspection by Ofsted (Documentation) 11/01/2010

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is ineffective. Contingency plans for staff absences are inadequate which means that on occasions only one member of

staff is on the premises with children. This seriously compromises children's safety. Policies, procedures and records are not consistently available to support the safe management of the setting, this compromises children's safety and well-being. Detail to confirm staffs suitability and qualifications was only available for one staff member, thus, it is not possible to observe the settings recruitment and vetting processes to ascertain whether there are clear and robust procedures in place to ensure children are kept safe. Children's emergency contact details are not easily available and this puts children's welfare at risk.

The setting has no risk assessment available to demonstrate how they monitor and ensure the environment is safe for children. Although some improvement to children's safety was observed, for example hazardous items have been removed from children's reach and the piano has been made safe. There are further safety risks, including broken flooring which has been taped down and a radiator cover that is not secured safely. Builders are present and move freely in and out of the building. Staff do not record these visitors and the purpose of their attendance within the nursery, thus safeguarding children is compromised. At the last inspection, the setting were asked to ensure that daily attendance registers are maintained. Parents are expected to sign their children in and out. However, staff do not monitor this carefully and missing names mean children's safety is not assured in the event of an emergency. Both the deployment of staff and of the resources within the provision are inadequate. Children have access to a sparse environment with limited provision of resources. The nursery is poorly organised and does not provide children with appropriate experiences to support their care, learning and progression.

Systems to effectively monitor the quality of the provision and to instigate improvements are not robust. Children who attend on a Friday do not have their needs fully met due to the lack of documentation available and due to the limited range of resources available to them. Thus inclusive practice is not recognised or promoted. The manager of the setting does not work on a Friday; she leaves the responsibility of the nursery in the hands of her deputy. There is no information available to see how management observe and monitor the quality of the provision when they are not there. A partnership with parents is evident within some respects, for example, they are expected to sign their children in and out of the nursery and to keep the setting informed of any absences. Information is displayed on the notice board for example, they have access to the Ofsted complaints poster and there is some information on the planning for the educational provision, although, this information is out of date. Discussions with staff confirm that there are no children attending requiring additional support. Overall, there is little evidence available to demonstrate how partnerships are promoted to support the integration of care and education within this setting. This in turn impacts on children's ability to receive continuity care.

The quality and standards of the early years provision and outcomes for children

Children are not effectively supported in their learning and development as staff do not plan and organise an inviting, inclusive and stimulating range of experiences

for them. There are insufficient resources available to offer them appropriate challenges and thus motivate them to learn. Children spend most of their time on the wheeled resources which they ride energetically. These experiences support them to develop their larger physical skills. However, at times they move around dangerously posing a risk to themselves and their peers. Staff quickly intervene and request children to slow down, which they do so immediately. However, staff do not use this opportunity to discuss the dangers of this behaviour, thus children are not supported to understand the consequences of their actions. Children show little interest in the limited table top activities as these do not provide stimulation or challenge. Discussions with staff confirm that children do not have as many resources available to them on a Friday as they would have during the rest of the week. Staff reiterate that resources must be tidied away because they need to hand over the premises for the weekend. Consequently, children attending on a Friday have limited opportunities to explore a full range of activities and resources.

Although old planning systems are displayed on the notice board and do give reference to the areas of learning, this information has no reflection to what is happening in practice. Children's individual assessment records are not available, thus systems to monitor their progress are restrictive. Children have no opportunities to access books, mark-making resources, or to observe low-level visual aids to support the development of their communication, language and literacy. The lack of these experiences also hinders their development of their finer manipulative skills. Children are able to access some building bricks, however, there is not enough to build a tower or model of any kind, thus these are quickly discarded. Children have an activity centre available, which is occasionally observed. However, there are restrictive opportunities to access a variety of resources to develop their curiosity, thus children are unable to explore and investigate how and why things work, or to explore their environment, or learn about every day technology. These issues were raised at their previous inspection. Children do however enjoy being responsible as they help themselves to their own breakfast. They pour their own cereal and milk into the bowls as they also choose which colour bowl they would like. Children are encouraged to have more if they wish and are supported to help tidy away the utensils once they have finished. Positive procedures are in place to support children's understanding of appropriate personal hygiene as they wash their hands before eating and help to put the table cloth down before they eat. Thus, children are developing polite and generally respectful behaviour.

Children have insufficient opportunities to develop problem solving skills, reasoning and numeracy in a broad range of contexts. Numbers are not available within the environment so that they can observe and relate to these. There are a few shapes such as a triangle, square and circle which are displayed on high-up windows, thus these are not available at children's eye-level. Children's creativity is hindered, through the lack of provision to explore their thoughts, ideas and feelings, for example, children do not have creative art activities or natural materials available; opportunities for them to engage in role-play activities are limited. Children play with the two prams available but their play is compromised as only one doll is available. When mentioned, staff do locate an additional doll. Staff are kind and patient with children, however, they do not engage enthusiastically in children's play and thus do not effectively support them to develop new skills. Children do

not pose any challenge to staff as they quietly roam around the setting looking for things to do. Although appropriate procedures are observed to promote some aspects of children's health, for example, positive hygiene procedures are followed and children are offered a healthy breakfast. Documents to further support all aspects of their personal welfare are unavailable and thus impact on children's opportunities to have their individual needs effectively met. Overall, systems are ineffective in supporting the safe and consistent care and learning for all children within the setting. This has a detrimental impact on children's ability to enjoy and achieve to their full potential.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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