

# Little People's Day Care Provisions

Inspection report for early years provision

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**Unique reference number**

EY363950

**Inspection date**

21/01/2010

**Inspector**

Jill Nugent

**Setting address**

Edmonton Leisure Centre, 2 The Broadway, LONDON, N9  
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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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Little People's Day Care Provision nursery is run by Koala Childcare Limited. It registered in 2007 and operates from a ground floor room within the Edmonton Leisure Centre in the London Borough of Enfield. Access to the building is at ground level. The nursery is open every weekday, from 7:00am to 7:00pm, all year round. There is no outdoor play area attached to the provision. The nursery employs five members of staff, all of whom are suitably qualified.

The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 12 children in the early years group may attend the nursery at any one time, and of these no more than two may be under two years of age. Currently there are 14 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The nursery does not meet all the requirements of the Early Years Foundation Stage (EYFS). Children's individual needs are not met effectively as systems to promote their welfare, learning and development are not implemented or monitored adequately. Children are happy in the setting and staff work in partnership with parents, exchanging information on a regular basis. The nursery manager is proactive in encouraging continual improvement but does not evaluate staff's practice effectively, resulting in many weaknesses not being identified or addressed.

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:

- ensure that there are at least two members of staff are on duty at any time when children are present and that at least one member of staff holds a full and relevant level 3 qualification (as defined by CWDC) (Staffing arrangements) 01/02/2010
- conduct a risk assessment to identify all aspects of the environment that need to be checked on a regular basis and ensure that it covers anything with which a child may come into contact (Suitable premises, environment and equipment) 22/02/2010

- take all reasonable steps to ensure that hazards to children on the premises are kept to a minimum (Suitable premises, environment and equipment) 22/02/2010
- organise an effective system of resourcing to ensure that every child receives an enjoyable and challenging learning experience (Organisation) 29/03/2010
- develop a system of observational assessment that is effective in enabling staff to plan to meet children's individual learning needs (Organisation) 29/03/2010
- put in place an effective system of monitoring to ensure that the individual needs of all children are met (Organisation) 22/02/2010
- ensure that the daily record of children's hours of attendance is maintained and up-to-date (Documentation). 01/02/2010

To improve the early years provision the registered person should:

- develop the system of self-evaluation in order to encourage a culture of reflective practice amongst all staff
- ensure the confidentiality of all medical and accident records.

## **The effectiveness of leadership and management of the early years provision**

The nursery is not managed efficiently and consequently staff do not work effectively as a team to promote the outcomes for children. The manager and deputy do not work closely with each other to ensure that they are consistent in their approach to management. Although it is a requirement of the EYFS that at least two members of staff are on duty when children are present, and at least one of these holds a full and relevant level three qualification (as defined by CWDC), only one member of staff holding a level two qualification is on duty prior to 9.00am each day. The manager has not ensured that the person left in charge at this time has a relevant qualification.

There are ineffective procedures in place to ensure that all children are safeguarded whilst on the premises. Staff are vetted and have a sound knowledge and understanding of child protection procedures but they are not vigilant in implementing policies and procedures relating to health and safety. The manager fails to monitor the welfare systems adequately to ensure that children's individual care needs are met at all times. As a result, the nursery is not always clean, tidy and safe for children when they arrive in the morning. Records relating to children's welfare, such as nappy changes and daily safety checks, are not maintained appropriately. Children are not always signed into the nursery, which means that the attendance record does not clearly reflect which children are present at any one time. Medical and accident records are shared with parents, although the particular record sheets in use do not enable staff to ensure that they are always confidential.

Risk assessments of the premises are carried out regularly but the manager does not make sure that these cover anything with which children may come into contact. Therefore, the risk assessments do not identify all aspects of the environment that need to be checked regularly. Several potential hazards on the premises have not been minimised, either by using appropriate safety measures or ensuring that staff are fully aware of safety issues. These include, for example, safety gates being left open allowing children access to equipment stored in the office and adult toilet; toys and equipment piled up and easily accessible to children in their toilet area; the main storage cupboard door being left unlocked and previously used creative materials left untidily on the floor of the messy area.

The manager does not monitor the educational programme sufficiently well to ensure that children's individual learning needs are being met at all times. Staff are deployed around the playroom to support and interact with children during play activities. However, they do not use the available resources effectively to provide a wide choice of activities for children of different ages and abilities. The written daily plans are insufficient in detail to enable or encourage staff to offer a variety of learning experiences, or to interact effectively with children in order to promote and extend their learning. Consequently, although children are able to access all the activities on offer, not all children receive an enjoyable and challenging learning experience every day.

Staff liaise with parents regarding their children's care whilst at nursery. Parents receive useful information about the nursery's policies and its daily provision for children. They receive a daily feedback sheet informing them about the events of their child's day. Staff talk with parents to help them promote children's well-being, for instance, discussing the importance of healthy eating. Parents have opportunities to meet with children's key workers to discuss their children's progress reports, although the nursery's system of observational assessment is not yet effective in keeping parents well informed about their children's progress in all areas of learning. Staff work in liaison with other providers and agencies in order to support individual children. Parents express their satisfaction with the quality of care on offer.

The manager works towards the continual improvement of the nursery provision by setting up yearly development plans. These are referred to throughout the year to guide future developments. In this way she aims to improve the overall outcomes for children. For example, ongoing plans show that she intends to establish closer links with other providers and make better use of staff appraisals to encourage professional development. However, although the aims are relevant, the overall development plans tend to be too general and lack necessary detail. The manager does not involve staff effectively in a system of self-evaluation which encourages them to reflect on all aspects of their practice and thereby highlight specific areas for further improvement.

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

Children choose happily from the range of activities on offer. Their choice initially is very limited but this improves a little as the day progresses so that children can enjoy play in some different situations, for example, imaginative play, water play and painting. Staff sit with children and offer support, but they do not make use of children's freely-chosen activities to talk with children, enthuse their learning and encourage critical thinking. Therefore, children do not benefit from an educational programme that encourages them to explore actively, and creatively, in a variety of interesting play situations. The manager has introduced a system of observational assessment to guide the planning of activities but this is ineffective at present. Staff do not observe children regularly and therefore are unable to plan effectively to move individual children on in their learning by working out children's next steps. Adult-led activities lack detailed planning to enable staff to focus children's learning. Group times are not well planned, leading at times to children becoming bored and inattentive.

Staff include all six areas of learning in their weekly resource planning, although in practice children do not have opportunities to access learning in all areas, especially in the areas of literacy and numeracy. Children do enjoy well-organised story times during the day and are eager to join in with the familiar parts of the stories. They especially enjoy a visit to the local park, taking care to keep safe on the walk over and having fun playing on the equipment in the park. They also have opportunities to use physical play facilities within the leisure centre so that they are able to practise and develop physical skills. Children generally behave well and respond to staff's instructions and requests, although at times children are given confusing messages as the manager overrides another staff's instructions. Children's self-esteem is boosted through praise, for example, when pouring their own drinks at snack time. However, the weaknesses in overall monitoring and evaluation, and lack of cohesion amongst staff, impact on children's ability to develop good levels of independence, and a positive attitude towards learning, within a stimulating play environment.

Children are generally well supervised and they move confidently around the play areas. However, they are not encouraged to feel totally safe within the setting as not all potential hazards on the premises have been minimised effectively. Neither are children helped to understand potential dangers, such as climbing on stacked chairs, so that they develop a good awareness of personal safety. Children are aware of the need to wash hands before eating and they enjoy fresh fruit at snacktime. They bring packed lunches which are stored and reheated appropriately. Staff ensure that children have access to drinking water during the day. Children are able to sleep or rest according to their needs so that they keep healthy. They learn to respect the needs of others and find out about people in a wider society when talking about foods from different cultures.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (Welfare of the children being cared for) 01/02/2010
- conduct a risk assessment of the premises and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment). 22/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (Welfare of the children being cared for) 01/02/2010
- conduct a risk assessment of the premises and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment). 22/02/2010