

Precious Jewels Nursery

Inspection report for early years provision

Unique reference number EY397068
Inspection date 06/07/2010
Inspector Linda Close

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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*.

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Description of the setting

Precious Jewels Nursery was registered in 2009 and operates from a church hall in the Tooting area of south west London in the London Borough of Wandsworth. The nursery has sole use of the premises during the hours of operation and children have direct access to an enclosed outside play area.

The nursery is registered on the Early Years Register to provide care for a maximum of 40 children aged from two years to under five years at any one time. They operate from Monday to Friday opening at 7.45am and closing at 6pm, all year round, except for a one week closure at Christmas. The provider, an administrator, a member of staff and a volunteer work in the setting with one or two qualified agency staff. None of the permanent staff team hold relevant qualifications. There are eight children on roll aged from two to four years.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Staff are unable to promote all aspects of the welfare and learning of children in the early years age group because they are not confident in their knowledge and understanding of the Statutory Framework and the Practice Guidance for the Early Years Foundation Stage. Partnerships with parents and other agencies are not sufficiently developed which means that the adults do not work together effectively to meet the individual needs of every child attending. Staff do not clearly identify each child's achievements and learning needs and as a result they do not enable the children to make the best progress. Management has not evaluated the nursery's service to children effectively and consequently there are several breaches of the welfare and learning requirements that have not been identified. Management are keen to improve the provision for children but at present they are unable to move forward without training and support.

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:

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present and that there is at least one person on outings who has a current paediatric first aid certificate. (Promoting good health) 16/08/2010
- request written permission from the parents of every 16/08/2010

- child attending to seek emergency medical advice or treatment (Safeguarding and welfare)
- take the necessary steps to safeguard children by reviewing and implementing appropriate policies and procedures for lost children, uncollected children and special needs (Safeguarding and welfare) 16/08/2010
- maintain records, policies and procedures required for the safe and efficient management of the setting and have particular regard to the statutory guidance which states that staff should be aware of the need for confidentiality and records should only be accessible to those who have a right or professional need to see them (Documentation) 16/08/2010
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and developmental experience that is tailored to meet their individual needs (Organisation) 16/08/2010
- make sure that adults looking after children or having unsupervised access to them are suitable to do so (Suitability of adults) 27/08/2010
- take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a minimum in relation to children's fingers being trapped in doors and access to the cleaning materials. (Suitable premises, environment & equipment) 16/08/2010
- ensure adults looking after children have appropriate training, skills and knowledge in order to implement the requirements of the Early Years Foundation Stage (Suitability of adults) 27/08/2010
- ensure that half of all staff hold a full and relevant level 2 qualification as defined by the Children's Workforce Development Council (Qualifications, training, knowledge and skills) 27/08/2010
- ensure that the Special Educational Needs code of practice is understood and implemented by all staff (Safeguarding and welfare) 16/08/2010
- ensure that children have access to drinking water at all times (Promoting good health) 16/08/2010
- carry out a full risk assessment for each type of outing (Safeguarding and welfare) 16/08/2010

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

Staff do not have a comprehensive knowledge and understanding of all aspects of safeguarding children. Suitability checks for all adults have been applied for, and some have been cleared, but management is not aware that volunteers who await clearance must not provide personal care for children. Although the children show that they feel safe in the setting in their willingness to allow their parents to leave, the lack of suitability checks for some adults means that their safety is compromised. Daily risk assessments are conducted and staff ensure that the setting is clean and secure before the children arrive. However, accident records are not reviewed to identify recurring accidents. Three of the six recorded accidents involve children trapping fingers in doors and steps have not been taken to prevent this happening again. There are no records made of risk assessments for outings which does not help staff to keep children safe. There are policies and procedures in place but some lack sufficient detail to enable the staff to take prompt and appropriate steps to safeguard and support children in situations which include lost children, uncollected children or caring for children who have special education needs. Records of accidents and medication are made but they are not kept in a way that promotes confidentiality.

Good standards of cleanliness are maintained in the setting and children learn good routines for hygiene but only one member of staff has a paediatric first aid qualification and this person is not always present to care for the children if they are unwell or have an accident. This compromises children's well-being. Children can access a kitchen which is currently used as an office and cleaning materials are stored in this room in an unlocked cupboard which is a risk to children. Staff have not asked parents for their written permission to seek emergency medical treatment or advice in their absence.

Self evaluation has not revealed weaknesses in the provision. A temporary member of staff who is qualified to level 3 is currently employed at the nursery but the manager and other permanent staff are not appropriately qualified which is a breach of registration requirements. The provider is eager to develop the nursery to meet all of the requirements of registration and a local authority development worker has visited to advise about ways to secure training in the future to improve the provision for children.

At present the permanent staff do not have sufficient knowledge of children's learning in the early years. They have identified in general terms where some children are experiencing difficulties but they are not tracking their progress effectively. The setting has not yet developed sufficiently strong links with parents and outside agencies which means that the adults are not responding to children's individual needs in a cohesive way. The setting respects cultural diversity but it does not ensure that each child attending has an equal opportunity to learn, develop and make the best progress. Staff are not fully conversant with the Special Educational Needs Code of Practice.

The toys and furniture are clean, plentiful and in good condition although most are

manufactured toys that do not offer children extensive opportunities to use their imagination, explore or experiment.

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

The staff do not plan and provide sufficient activities that catch the children's interest and help them to make the best progress in their learning. An outline plan is made for each week but it is not clearly linked to each child's learning needs or interests. Staff have begun to make some observations of the children at play but they do not clearly identify where each child is in relation to aspects of learning in the six areas and they do not identify their next steps. Staff do not demonstrate a comprehensive knowledge of the children's capabilities which does not ensure that the children can make the best progress in relation to their individual abilities.

Staff sit with children and engage them in conversation as they play with materials which include dough, sand and water and they set out a good range of toys each day before children arrive. The children are free to choose what they would like to play with and initially they have fun playing with favourite toys which include a ball pool, construction toys, role play and small world resources. However, the children do not always maintain their interest in their play and they sometimes become unsettled and begin to argue about sharing their toys. Some children are helpful at tidy up time but some refuse to put their toys away. Children do not all show an understanding of rules and boundaries within the setting.

Most children willingly go to the reading area for their daily circle time and they eventually settle down with the staff for songs and stories which they all enjoy. Traditional songs, including 'wind the bobbin up', number rhymes and action songs, are well known to the children and they join in happily at this time. However, at other times the staff do not plan sufficient, purposeful, adult-led activities or provide enough pertinent discussion over play to promote children's learning in early numeracy or early literacy. Children are not consistently developing the social and learning skills that will equip them well enough for the future.

Children enjoy eating crackers and healthy fresh fruit snacks together at the table. A dedicated cook prepares tasty, healthy meals on the premises. A varied menu of lunchtime meals is prepared to share with parents and children are offered fresh drinking water by the staff. However, the drinking water dispenser is in the office and children cannot access it freely which does not ensure that they drink enough to keep hydrated, particularly in hot weather.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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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