



London Road Nursery

Inspection report for early years provision

Unique Reference Number	EY296305
Inspection date	17 November 2005
Inspector	Maria Therese Conroy / Helen Maria Steven
Setting Address	Patidar House, 22 London Road, Wembley, Middlesex, HA9 7EX
Telephone number	0208 975 1648
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Registered person	Federation of Patidar Associations
Type of inspection	Integrated
Type of care	Full day 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?

London Road Nursery originally opened in 1995 and moved back at the present address in 2004. It is managed by the Federation of Patidar Associations.

The nursery is located in a community centre in Wembley in the London Borough of Brent. It is situated within walking distance of Wembley Central station, local bus

routes, shops and a library.

The nursery has use of a large play room, baby room, separate toilets for children, reception area, an office, kitchen, storage room and staff room. There is access to a small enclosed outdoor play area. There are eight childcare staff who work with children, seven of whom hold suitable early years qualifications.

The nursery opens Monday to Friday all year round except bank holidays. The sessions are open from 08:00 to 18:00. The nursery provides full and part time sessions for children. It supports children who speak English as an additional language and children who have specific needs. The nursery is registered for up to 56 children under 5 years, with no more than 9 under 2 years. There are currently 26 children on roll who attend various sessions and 8 children who receive funding for nursery education.

The setting receives support from the local authority advisory and development workers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy well presented and nutritious meals and snacks. For example curry, rice, broccoli, carrots and potatoes. Children's individual dietary needs are met which ensures that children remain healthy. Children have access to regular drinks throughout the day, however older children have to ask for the drinks which limits their independence skills.

Staff follow good hygiene procedures, which minimises the risk of infection. For example individual bedding is washed at the end of each week. Children are encouraged to be aware of good personal hygiene by washing their hands before lunch and snack time.

Staff follow written first aid and medication procedures. However, when children are taken on outings staff do not take with them the required medical information, which compromises a child's welfare.

Younger children have limited opportunities to enjoy physical play experiences and do not benefit from local outings often. This is due to a lack of planning, organisation and resources, and for example, the nursery does not have double buggies to enable practitioners to take out more than one child at a time.

There is evidence that the older children have the opportunity to run, jump, and participate in dance and action games to keep their bodies healthy. They have the opportunity to enjoy outside play on a daily basis, although they are unable to access this adjacent area freely and they enjoy local outings to the park. As practitioners do not plan physical play, the outside area is often crowded with resources, and children have difficulty manoeuvring in the limited space without knocking into others. They

have difficulty developing abilities, such as controlling balls, without encroaching into the space used by other children. They have the opportunity to develop their fine motor skills through the activities and resources available.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children are cared for in a safe environment indoors, staff are particularly vigilant of security in relation to the entrances to the nursery. Children take part in planned activities to help them learn about safety, for example learning to crossing the road.

Older children make choices from the range of resources available, all of which are age appropriate and safe. Staff complete risk assessments. However, these do not incorporate the everyday activities provided by the nursery, such as outings. This means that children safety is compromised.

Some of the staff have attended child protection training and all staff have access to child protection information. However not all staff are clear of the child protection procedures. The written policy does not include the procedures if an allegation of abuse is made against a member of staff. Therefore children's welfare is jeopardized.

Helping children achieve well and enjoy what they do

The provision is inadequate.

The care offered to the younger children is significantly different to that of the older children. This is due to how the overall space is defined and used by children of different ages. In addition poor planning and staff deployment does not allow for children's all round development to be supported.

Routines within the baby room do not allow for the children's individual needs, for example the lights are switched off at a certain time and all children are expected to go to sleep. There is a limited range of equipment, such as suitable seating for children under 2. Therefore the children are unable to sit and eat comfortably. The range of toys, books and resources for children under 2 is poor, and therefore children have access to a restricted range of play opportunities to encourage their developmental progress. Children between the ages of 2 and 3 follow the Foundation Stage Curriculum and therefore activities planned do not meet their needs.

Nursery Education

The quality of teaching and learning is inadequate. Children do not make enough progress because the practitioners have an insecure knowledge of the Foundation Stage Curriculum. Plans lack detail and are not always completed. Staff complete some evaluation on the main learning activities however they do not use observations to allow them to plan the next stage of learning for individual children. The equipment is arranged attractively most of the time. There are occasions where incomplete resources are put out or staff have not checked equipment before it is used. Staff fail to take the opportunities to question children and extend their

learning. For example, while children are preparing for lunch staff fail to incorporate any mathematical aspects of learning. Staff are aware of children who have special education needs, however they do not identify how activities will be adapted to meet those children's needs.

Children's concept of mathematics is poorly promoted. Practitioners pay insufficient attention to extending their understanding of number, shape and measure, for example through routines and practical activities. Incomplete and broken resources set out by practitioners hinder children's learning. Children are not encouraged to solve number problems and do not use mathematical numbers in their play.

Children gain an understanding of different cultures through planned topics such as Eid, Diwali. They learn about seasons through activities such as collecting conkers during visits to the park. They have opportunities to create 3 D models through junk modelling and to explore different textures through visits to the French market. Children have few opportunities to learn how computerised or battery operated toys work.

Children have many opportunities to explore creative activities. They enjoy time spent in the role-play area, pretending to cook dinner for friends and making choices as to what dressing up clothes to wear. Children can easily access water and sand play. They also have opportunities to take part in different types of art work including sponge painting, free painting, bark rubbing and sticking.

Communication, language and literacy is poorly promoted due to lack of effective planning for this area. There are too few opportunities for children to read stories and sing songs. Children do have some opportunities for letter recognition however this is not well planned and children give up easily. There is limited evidence of the written word around the room in the form of posters and labels.

Children are making progress in physical development. However the area used for physical development is not planned and therefore children do not have any focus when using the outdoor area. Children are taken to the local park for walks and to explore their environment. Children have many opportunities to use small tools such as pencils, scissors and paintbrushes.

Personal, social and emotional development is not promoted. This is due to the lack of opportunities for children to become independent. For example, jugs of water and beakers are placed out of the children's range and therefore they have to ask staff to assist them. Children do not assist in setting the table for lunch or help at snack time. They have however formed friendships with other children and are relaxed in the company of the staff; they are generally very sociable and chat with adults about their experiences.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy the company of staff and their friends. They generally play well together although there are sometimes disagreements. This is particularly in

evidence in the baby room. This is due to the lack of activities, stimulation and resources available. Behaviour for children of all ages is not always managed in a positive manner and limited explanations are given to children. Therefore this does not encourage them to learn right from wrong. Children do not gain an understanding of their actions and the consequences to others.

Staff work with the advisors and other professionals to support children who have specific educational needs. Staff are aware of children's specific medical needs. For example, instructions for dealing with them are easily accessible to all staff. The staff who work in the nursery speak a variety of languages which enables them to support children whose first language is not English. The resources positively represent the children who attend as well as individuals from the wider community, for example posters of people with different abilities. This helps children develop a positive attitude to others. Children have opportunities to explore the local community, for example visiting the park and the French market. They celebrate various festivals throughout the year, encouraging children to learn about different cultures. Children's spiritual, moral, social and cultural development is fostered.

Parents have access to a range of information such as the nursery policies and procedures, details of staff and key workers. However, this information is spread over three different areas and, depending on which entrance parents use, will depend on what information they access. The theme that children are studying is displayed on the doors for parents to see. This enables them to be kept informed of the current topic that children are working on.

The partnership with parents and carers receiving nursery education is satisfactory. Parents are given regular newsletters with basic information about some of the planned activities. However, this does not inform them of the educational values of the activities. The staff prepare written reports on children and they are sent home to parents. However, there is no formal time to staff to discuss with parents their child's progress. Parents are given information about how they can apply for nursery education. However, they are not given information on the Foundation Stage Curriculum and cannot view activity plans unless they enter the room. Parents' questionnaires in general report they are happy with the care provided. However, they would welcome more information on what their children are doing and more interaction between key workers and parents.

Organisation

The organisation is inadequate.

The leadership and management is inadequate. Management does not ensure that those practitioners working with funded children have sufficient knowledge and understanding of how to implement the Early Years Curriculum to enable children to achieve well.

Practitioners are not fully aware of their roles and responsibilities and do not effectively work well as a team. Planning and assessment is weak. The manager informally supports practitioners; however, systems to monitor and evaluate teaching, daily practice and staff performance are ineffective. Staff meetings are in place, but

are ad hoc and mainly un-minuted.

Management have failed to ensure that resources offered to funded children are complete and unbroken, which affects their ability to achieve their full potential as young learners. Procedures are not developed to ensure all aspects of the curriculum are sufficiently covered and activities are implemented and evaluated effectively. As a result, learning opportunities and gaps in the curriculum go unnoticed, which impacts on the progress children make.

The care offered to the younger children is significantly different to that of the older children. This is due to how the overall space is defined and used by children of different ages. In addition poor planning and staff deployment does not allow for children's all round development to be supported.

A range of policies and procedures are in place. However, they are not regularly reviewed and therefore do not always reflect current practice. The required children's records are in place but the daily attendance records are not always accurate and do not give a true record of actual attendance for both the staff and children. Although there is a high level of qualified staff and high ratios overall, their deployment means that the required ratios are not always met in the baby room.

The setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report on.

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 are clear on their roles and responsibilities and that staff deployment is effective to ensure that the required ratios are being met at all times.
- plan and provide a suitable range of activities and resources for children under 3, which are appropriate for their stage of development and based on their individual needs
- ensure a daily record of the staff and children cared for, including their hours of attendance, is maintained.

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:

- ensure that staff have a sound knowledge and understanding of how to implement the Foundation Stage Curriculum and stepping stones to ensure that activities are planned effectively to extend children's learning.
- ensure there are effective systems in place to monitor and evaluate staff practice and the strengths and weakness of the setting.

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.

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