



## **Kidstuff Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY254839
<b>Inspection date</b>	09 February 2006
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<b>Registered person</b>	The Borehamwood Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 - enforcement action. 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 - special measures.

### WHAT SORT OF SETTING IS IT?

Kidstuff Day Nursery and Bottoms Up Baby Unit is a privately owned facility that registered in May 2003. It operates from purpose built accommodation in Borehamwood, Hertfordshire. A maximum of 96 children from 3 months to under 5 years may attend at any one time. The nursery is open each weekday from 7:30 to

18:00 and is open throughout the year. Children share access to a secure enclosed outdoor play area and use the adjacent park during the summer.

There are currently 61 children from 3 months to under 5 years on roll. Of these, 17 receive funding for nursery education.

The nursery employs 21 staff, of these 13 staff members hold an appropriate early years qualification and 2 staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is inadequate.

Children generally stay healthy. They are beginning to understand and learn the importance of good hygiene and personal care. They adopt hygiene practices such as hand washing after toileting and before eating. Older children are encouraged to use tissues and wash their hands. They develop an understanding of good health and hygiene through planned topics and learn the importance of washing their hands, brushing their teeth and washing their hair. Children are reminded to place their hand over their mouth when coughing and enjoy helping to wipe down tables. These practices and routines help reinforce children's understanding. Sound procedures such as cleaning tables and rooms that are ventilated promote children's health. However, some procedures do not promote good hygiene and put children at risk of cross infection, for example, one hand towel is shared between 15 children, staff do not wear gloves to serve food and children do not always wash hands before eating.

Medication and accident records are incomplete and do not include the required parent signature and or authorisation, this compromises children's well-being. Accident and incident records are kept in rooms and there are many incidents recorded, however, these are not monitored or reviewed in any way.

Children are generally well nourished and have their dietary needs met. They are offered a balanced diet of meals and snacks that are cooked on the premises. Children are observed eating a casserole at lunchtime and a healthy tea of brown bread sandwiches and fresh fruit salad. However, mealtimes are not always organised to be a happy, sociable time where children and staff interact positively. Poor organisation means that children sometimes wait a long while for their food, becoming restless and unhappy. Drinks are more freely available in some rooms than others with some rooms ensuring children have easy access to drinking water all day.

Some children rest and sleep according to their individual needs, whilst other rooms organise a set sleep time after lunch. This means that some children become tired and unsettled. Young babies are observed sleeping peacefully in individual cots.

Children do not enjoy regular physical activity, therefore their good health and physical skills are not always promoted. Some children use the small paved outdoor area although resources are limited and do not provide challenges for older or more able children. Babies rarely spend time outdoors. However, some children use an

appealing range of indoor physical activity equipment to help them crawl, climb and balance. They use small equipment such as balls, skittles, hoops both inside and outdoors. When weather permits, some children may use the adjoining park or go out to feed the ducks. However, opportunities for all children to receive daily exercise is not consistent throughout the nursery.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children are generally kept secure. Visitors must ring a bell to enter the building and are requested to sign in and out of the premises. Although within the nursery, some children are able to leave their room unsupervised, which has an impact on their safety and well-being. Older children receive regular reinforcement of safety rules such as walking inside and lining up to go outside. They are reminded to walk carefully down the stairs but as they are not given an explanation why, they do not gain an understanding of how to keep safe. A notice to parents to keep babies nails short to prevent scratching, does help to avoid any accidents.

However, children's safety is compromised as they are exposed to a potential risk of accidental injury. An empty shelf unit and small step ladder are propped against a wall, a socket is exposed and a cassette player on a window sill has trailing wires. Although risk assessments are carried out for specific events such as walks or outings, the setting do not carry out regular risk assessments to minimise hazards. They do not take effective steps to ensure that all staff are fully aware of safety issues and do not act promptly to any problems that are identified, such as the door in the pre school room.

Children's safety is put at risk as there is not a clearly defined procedure for evacuation of the building, displayed in all rooms. Staff are not fully aware of the fire procedure and the requirement to share information that is recorded in the fire log book.

Children use resources that are limited and at times, insufficient. In one room, children are not able to play imaginatively in the home corner as there are no resources to support their play. In a room of approximately twelve children, additional resources are covered over and therefore not accessible to children. A small container of stickle bricks is just enough for one child to build with. Some resources are worn, for example, books and many are not well maintained, such as outdoor play equipment.

Children are protected by staff who supervise them. However, children are inadequately protected from possible abuse or neglect. Some staff have a knowledge of child protection issues although others have a limited knowledge or no understanding in this area. They do not have a designated member of staff responsible for child protection and do not have a child protection policy that is specific to the provision. Not all staff have completed required vetting procedures and there is no clear information how these staff are monitored within the nursery.

## **Helping children achieve well and enjoy what they do**

The provision is inadequate.

Children's individual needs are not met and their welfare is not promoted. Activities and play opportunities do not help to develop children's emotional, physical, social and intellectual capabilities.

Children in some rooms do not show an interest in what they do, they appear uninterested and are not engaged in an activity. Some staff are observed sitting and talking to children although others 'supervise and 'manage' them. Poor organisation and a disregard of children's needs means that all children in one room wait in a nappy changing room whilst each child is changed. Consequently children are bored and restless.

Children's individual needs are not always understood or acknowledged. Some staff do not appear to have the knowledge or understanding of children of differing ages and stages of development, for example, children become excited when the water tray is put out but are repeatedly told to stop splashing and another child is repeatedly told there is no room for her at the water tray and is 'shooed' away.

In the baby room, equipment is available to encourage children at their stage of development, for example, walkers are out for those children that are beginning to walk and a child is observed being helped to walk with a member of staff. Toys are changed during the day to offer further choices and experiences. Staff interact with babies positively at times but their lack of understanding means their needs are not always recognised, for example, a young child looks at a book with a staff member next to them, not close by or on their lap. Consequently the child loses interest. An older child makes sounds and is quite vocal but this is not encouraged or extended. In the 2-3 year old room, children are encouraged to complete a puzzle and staff do interact with them in a positive manner.

Some staff do not respond to children's need for comfort, reassurance or encouragement. Children are not adequately comforted when they are distressed or unhappy. An insecure key worker system means that not all children are assigned to an adult who is responsible for meeting their individual needs. Therefore children's overall care is inconsistent.

Planning and assessment throughout the nursery is erratic and is not used consistently or understood by all staff. Where activity plans are displayed they are either out of date or not happening in practice. Children have few opportunities to explore and investigate their environment because appropriate activities are not well planned or resourced. Staff are unclear as to the reason for assessment and how to use it for future planning; therefore, children's individual progression is not being addressed.

## **Nursery Education**

The quality of teaching is inadequate. Consequently, children are making limited progress in the six areas of learning in the Foundation Stage. Staff have limited

strategies to manage children's unwanted behaviour and this disrupts the learning environment. Very little teaching or learning is observed as staff's time is mainly used trying to control disruptive behaviour. Although, staff do their best, they do not receive the necessary support they need from the leadership and management of the nursery.

Plans clearly cover the six areas of learning, identify the learning intention and some extension activities. A brief evaluation of the daily activity is used to inform future planning. However, plans do not show differentiation for individual children or for higher or lower achievers. Assessments include observations and a check list to monitor and record progress but do not link to the areas of learning, nor do they show how identified problems, such as behaviour, are addressed and monitored.

Children show an understanding of number and mathematical language in their play. They correctly identify big and little towers 'mine is the tallest ever!'. Children attempt to count bricks 1-5 and hold 5 fingers up and says '5'. Number symbols and a number board are displayed but do not seem to be used. Staff say they do simple calculation and counting during songs, for example, 5 Little Monkeys, how many left when 1 jumps off? Few mathematical resources are available for children to freely explore. Some stacking discs are put on the table but children are not shown how to use them and a new sorting and matching set is not used.

Some children are keen to communicate and talk about their homes and families. They use communication in role play and to express their needs to others. Some children can sit quietly, listen and respond to questions and instruction from the teacher. No emphasis is placed on phonics and there are no occasions when phonics are used during everyday activities, such as days of the week or children's names. Children have letter cards and labels around the room although alphabet cards are high up and children are not observed using them. Children use paper and pencils in the role play area to mark make and develop emergent writing, although staff do not support or question them to develop this skill. Some older children enjoy cuddling up to a member of staff as she reads a story. They are quiet and relaxed and respond positively to her.

Children explore a range of media such as sand and coloured glittery water and paint. However, they do not have opportunities to be creative and express their ideas through craft work. Wall displays are very adult orientated and children's contributions minimal. Children represent their ideas to make robots and rockets. However, children do not receive appropriate support, they become frustrated and walk off.

Children use telephones and tills in role play. They have access to information communication technology but the computer is not in use. Therefore children's access to this is limited. Children do not gain a good sense of time because the daily routine lacks structure. Children discuss the weather and use a weather board to identify weather symbols but this is very high up on the wall so children cannot easily see and the teacher does not involve the children in finding the symbols. Therefore, children are not interested. Children show wonder as they blow through a straw to move a feather across the table. They try to blow a stone but know this will not move because it is too heavy. Older children receive good questioning and support from

their teacher to encourage thinking, language and learning but these experiences are few and far between.

### **Helping children make a positive contribution**

The provision is inadequate.

Children develop some sense of belonging through having their own coat pegs and photo name card. Children's details are recorded on individual room forms. Some rooms ensure children are settled in gradually, taking into account their different needs. A child who is reluctant to part from their parent is helped to settle well. Older children's independence is sometimes encouraged as they wipe tables and enjoy sweeping the sand. Some children make choices to their area of play although in other rooms children spend time wandering and are not engaged. Some children are responded to appropriately, for example, a child who has been scratched is attended to and the incident recorded. The other child is spoken to and made to apologise. However, on many occasions children are not responded to appropriately such as children who are new to the nursery or children who are generally upset. There is no extra support and attention for children with these obvious needs. Therefore, children's individual needs are not being met.

Older children learn about diversity and the wider society through planned topics and activities including festivals such as Hannukah and Christmas and foods around the world.

Some children have specific special needs that have been identified. However, no action has been taken to address these needs. Staff are not proactive in taking steps to promote their welfare and development and do not always work in partnership with parents and other relevant parties.

Children do not develop a good understanding of responsible behaviour as there is no consistent approach to managing behaviour throughout the nursery. Strategies to manage behaviour are inappropriate and do not take into account children's age or stage of development for example, children approximately 15 months old are told to sit and think about what they have done whilst another young child is sat down on the floor for a minute for a minor misdemeanour. Children are not always shown how to behave in a kind and considerate way as adults caring for them are not positive role models; they interact or 'reprimand' children using an abrupt manner.

Older children are not learning to manage their behaviour appropriately because they do not receive consistent support from staff. They do not learn to control or explore their feelings because staff do not explain to them why some behaviour is unacceptable. Many children appear bored, wander aimlessly and then display negative behaviour. They are not directed towards constructive play and are not challenged. Children are not encouraged to share feelings and emotions with staff, thus do not develop confidence or self-esteem. A 'Golden Rules' display within the nursery shows mostly negative rules and there are no clear positive strategies for encouraging good behaviour. There is no required named person responsible for behaviour management issues.

Parents complete information about their child in each of the rooms and a daily activity sheet is shared with parents detailing food, nappies and activities. A communication day book in the baby room details similar information. However, staff do not always work in partnership with parents. Written information including policies and procedures are not readily available. Although parents receive some information about children's progress and well-being, there is not an effective system in place for the regular exchange of information between parents and staff members. Parents do not always feel their views and concerns are respected or acknowledged. They comment on the lack of parent consultations and limited newsletters. A recent development has been a parent committee although minutes highlight a number of concerns and parents indicate many of these issues have not been resolved. They express concern about the high staff turnover and the impact this has had on the children. The setting is not aware of the changes to the complaints procedure and details of the complaints policy is not readily accessible to parents or users of the nursery.

The partnership with parents and carers of children who receive nursery education is inadequate. Parents are provided with limited information about the setting and its provision. Information is out of date and notice boards contain old newsletters. Parents receive verbal reports on their children's day. Parents are not kept well informed about the Foundation Stage and no information is provided in the prospectus. There are no formal opportunities for parents to see their children's records or share progress. Children's individual needs are not being met or discussed with parents on a regular basis and strategies are not being agreed to deal with issues until they become severe.

The provision does not foster children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is inadequate.

Overall the nursery is poorly organised and managed. The registered person and manager do not seem to be aware of their roles and responsibilities in relation to meeting the National Standards for Full day care. They are also not familiar with the outcomes that Ofsted inspect against. The manager is not aware of the number of children the group are registered for or how many children are in each room. Some staff are knowledgeable and experienced and are trying to establish a secure staff team within their room. However, other staff lack knowledge and understanding of child development and are inexperienced. Staff do not receive the necessary support in terms of training, monitoring or supervision.

Recruitment and vetting procedures are not robust or complete. Not all staff have gone through adequate recruitment or vetting procedures and some staff are deployed in rooms that are inappropriate to their experience or qualifications. There is no clear written strategy or procedure to follow for monitoring or supervising staff that have not received a clear Criminal Records Bureau check. Consequently, procedures do not safeguard the well-being of all the children and compromise



children's safety.

Staff are not always deployed effectively to ensure the safety, welfare and development of the children. An ineffective and inconsistent key worker system does not enable children to belong to a group with consistent staff. Key workers do not always seem to be aware of their responsibilities to their 'key' children and do not meet their needs. Staff ratios are met although frequent staff turnover impacts on the children's stability.

Poor organisation of time and routines has a negative impact on children's development, care and behaviour, for example, children wait too long at lunchtime for their food. They are given a plate of food but no cutlery, so children decide to put their fingers into their food. Eventually, cutlery is given out but most children only manage to use their fork. Little support is given to enable them to cut up their food. Poor organisation of space and resources means children often lack opportunities to take part in stimulating activities, for example, the writing and creative area lacks a decent range of crayons, pencils, papers. A large group of young children going into the changing room together is not beneficial and children are left bored and restless.

The leadership and management of the nursery education is inadequate. The quality of the leadership significantly impacts on the quality of the nursery education. There are no systems in place to monitor the quality of teaching and the impact of this on children's learning. Assessment procedures are inconsistent and are not used to formulate planning for future children's learning opportunities. Therefore children are not sufficiently challenged. The use of resources within the nursery are limited, thus children become bored, which in turn has a negative impact on their behaviour.

Documentation is limited and policies and procedures are not readily available. The nursery has not adapted generic policies to reflect their setting. These have not been reviewed for a number of years, hence, they do not relate to current practice. Records of attendance are incomplete and therefore do not safeguard children effectively.

Overall the provision does not meet the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection, the provider was asked to carry out a number of improvements. Some progress has been made since the last inspection in addressing actions. However, many issues remain.

The setting has addressed safety issues within the outside play area, hazards to children are now minimised. However, there are still no clear risk assessments in place for identifying and addressing any other safety issues. A brief statement has been developed in relation to the procedure to follow if a parent fails to collect a child or if a child is lost, this provides consistency for all staff. Planning has been developed and in some areas is appropriately recorded, however, children's progress is difficult to monitor due to overriding behaviour management and organisation

issues.

Recommendations relating to staff training and staff appraisals have not been met, this has a detrimental impact on the quality of care provided for the children. Identifying a designated person for behaviour management and a special educational needs coordinator has not been addressed, this is reflected in the inconsistent behaviour management strategies used, and the lack of progression for children identified as having specific needs. Parents do not receive sufficient information to show the progress of their children, in relation to the early learning goals. They are therefore not able to sufficiently support their children's learning at home.

The key issues from the last nursery education inspection have not all been met. Some progress has been made to improve the staff's planning of activities although further development is needed. More resources relating to information communication technology are in place but often not in use, therefore children's access is still limited. Opportunities for children to explore mathematical concepts have improved. Children now have more opportunities to develop their independence at certain times, for example, when they play outside children put on their own coats and shoes.

### **Complaints since the last inspection**

Ofsted has received 6 complaints since the last inspection relating to the National Standards.

A complaint was made to Ofsted in September 2004. Concerns were raised about staffing ratios and the impact on children's safety, and unvetted staff. There were also safety concerns around children's access to the stairs. Ofsted have investigated the complaint raised by conducting a visit to the provision. The provider was given 4 actions under National Standards 1:Suitability, 2:Organisation, 8:Food and drink & 12:Partnership with parents. Three recommendations were given under National Standards 6:Safety & 14:Documentation.

Three further complaints were made to Ofsted in June and July 2005. Concerns were raised about staffing ratios and the appropriateness of activities provided at the provision. These concerns relate to National Standards 1:Suitability, 2:Organisation, 4:Physical Environment, 5:Equipment, 6:Safety, 8:Food & Drink, 11:Behaviour, 12:Working in partnership with parents & carers and standard 14:Documentation. Ofsted made an unannounced visit to the provision on 4th July 2005 and as a result set 5 actions. There were 4 under standard 2; to ensure that there is a named deputy on the premises at all times able to take charge in the absence of a manager, to ensure that ratios are maintained at all times, to ensure that there is an accurate system for recording children's times of arrival and departure on a daily basis and to provide an action plan which shows how staff are able to be clear about their roles, responsibilities and lines of communication within the nursery. Also 1 under standard 6; to ensure that the side areas outside are secure and clear of obstructions.

A further 2 complaints were made to Ofsted in February 2006. Concerns related to Standard 11:Behaviour, and the management of this in the provision. Ofsted

investigated these complaints on the 9 February 2006 during an inspection. The following National Standards were investigated: National Standard 1: Suitable person, 2: Organisation, 3: Care, learning and play, 11: Behaviour management, 12: Working in partnership with parents and carers and 13: Child protection.

Ofsted found that the provider was not meeting all of the National Standards; therefore a compliance letter has been issued for National Standard 1 and 3, with 4 actions to be completed in order to meet these standards. A further compliance notice has been issued under National Standard 11, with 7 actions to be completed in order to meet the standard.

In addition to the compliance notices that have been served, further actions have been given under the National Standards for the provider to meet, in order for the National Standards to be complied with. These are detailed in the inspection report that will be published on the internet.

Ofsted will be monitoring the provisions progress to ensure that these actions and compliances are met. Ofsted expects a response to the actions set by 2 March 2006.

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.

## **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 - enforcement action. 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 - special measures.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

Ofsted is taking **enforcement action** to safeguard the welfare of children.

#### **The quality and standards of the nursery education**

The setting requires special measures to improve the provision for nursery education. The following urgent action is required:

- develop effective systems to ensure the quality of teaching and children's learning is monitored and supported to enable children to make progress in all areas of learning

- implement systems to ensure parents are well informed about the Foundation Stage and have opportunities to be involved in their children's learning.
- develop planning and assessment procedures to ensure these are used effectively to plan for individual children's progression and learning.

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](http://www.ofsted.gov.uk)