

London School of Economics Day Nursery

Inspection report for early years provision

Unique reference number	EY337931
Inspection date	05/01/2011
Inspector	Helen Steven
Setting address	8A, Wild Street, LONDON, WC2B 5TB
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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

The London School of Economics Day Nursery was registered in 2006 and is managed by the London School of Economics & Political Science. It operates from a purpose-built section of the college in central London within the City of Westminster and primarily serves students and employees. Access to the nursery is via stairs and a lift.

The setting is open for 50 weeks of the year and operates weekdays from 8:45am to 6.15pm. Full and part time places are available.

The nursery is registered to care for a maximum of 63 children at any one time. There are currently 68 children on roll. Of these some are receiving a nursery education grant. The setting is registered on the Early Years Register.

The setting supports children who speak English as an additional language.

There are currently 11 permanent staff who work directly with the children, all of whom hold relevant childcare qualifications and a nursery manager. In addition there are bank staff who cover staff absences to maintain ratios, most of these hold relevant qualifications.

The setting receives support from local authority advisory teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting does not adequately safeguard children due to ineffective risk assessments and a lack of sound understanding of issues surrounding child protection procedures. A number of requirements are not met and some documentation required for the safe and efficient management of the setting in order to meet the needs of the children is not available. Information regarding children's individual needs is sought at the start of the placement and overall children make satisfactory progress in their learning. The setting has positive relationships with their parents and carers which contribute to the children's care, however the key-person system is not fully effective. The provider has not demonstrated an effective system for ongoing self-evaluation in order to identify the setting's priorities for development that will improve the quality of provision for all children.

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:

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| • ensure that the daily record of the names of the children looked after on the premises and their hours of attendance is accurately maintained (Documentation) | 04/02/2011 |
| • ensure that there is a named deputy who is able to take charge in the absence of the manager and this person is clear of their roles and responsibilities (Suitable people) | 31/03/2011 |
| • keep a written record of the outcome of any complaint (Safeguarding and welfare) | 04/02/2011 |
| • obtain prior written permission for each and every medicine from parents before any medication is given (Promoting good health) | 04/02/2011 |
| • ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and welfare) | 04/02/2011 |
| • ensure risk assessments of the premises, equipment and anything with which a child may come into contact, are conducted at least once in each calendar year and immediately, where the need for an assessment arises; keep a record of these, clearly stating when they are carried out, by whom and the date of review (Suitable premises, environment and equipment) | 31/03/2011 |

To improve the early years provision the registered person should:

- develop the environment so that it offers a range of stimulating learning opportunities which will encourage children's interest and curiosity, both indoors and outdoors
- strengthen the process of observation and assessment in order to effectively plan for each child to support personalised learning and involve parents in their child's continuous learning and development

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are not sufficiently robust. Although the provider has a suitable policy in place and guidance on display, lead staff do not demonstrate a secure understanding of the procedures, and their roles and responsibilities, in order to safeguard children if there are concerns. A basic risk assessment document is in place; however this is not signed or dated to indicate

when this was last reviewed. It does not cover everything that children may come into contact with and as a result safety issues are overlooked. For example, trailing wires and string from shoe-bags are accessible to babies and therefore present a hazard. This is a breach of a specific legal requirement. Since the last visit from the regulator staff recruitment information is organised more effectively to demonstrate to Ofsted that checks have been carried out, including the unique reference numbers of Criminal Records Bureau disclosures obtained and the date on which they were issued for all adults working in the nursery.

A new manager has been appointed since the last visit; however there is currently no named deputy. This is a breach of a specific legal requirement. The provider has put a system in place to indicate which senior nursery officer is the person in charge, however this is not sufficient. At the start of the inspection there are no senior nursery officers present. Due to staff annual leave and absences there are a high proportion of bank staff caring for the children and at times babies are cared for by only bank staff members. Managers aim to deploy bank staff in the same rooms each time to enable them to provide a consistent experience for the children. Nevertheless, some parents report they do not feel confident that bank staff have a sound knowledge of their children's individual health needs and lack the security of having their key person available. Dietary information is displayed in each room with children's photos to support staff to provide appropriate snacks and meals.

The provider has not effectively maintained all records required for the safe and efficient management of the setting and to meet the needs of the children. The system in place for recording children's attendance is not effective. Staff report that they no longer routinely complete the register as the responsibility has been placed on parents to sign their children in and out. However, when this is overlooked the register is inaccurate and therefore compromises children's safety in the event of an emergency. As a result the record of attendance does not meet the specific legal requirement. Written parental consent and suitable records are in place for the administration of short term medication. However, records to support children's welfare for those with long-term health issues is not fully in place as there is not consent for each and every medication. This is a breach of a specific legal requirement. There is a written procedure for dealing with concerns and complaints from parents in place and copies of complaints are kept. However there is not a written record of the outcome of each complaint. This is a breach of a specific requirement. Some records, for example, accident records, do not include children's full names to provide detailed historical data.

A self-evaluation form has been submitted to Ofsted completed in 2009 prior to the current manager's appointment. This is not an accurate reflection of the setting as they have not effectively identified weaknesses to ensure that the provision meets regulations. Senior staff report that management are looking at updating the document and have sent out parent questionnaires as part of this process, although these are not available at inspection. Parents are generally positive about the nursery and receive verbal and diary feedback each day about their child, primarily regarding welfare issues. They report that the staff and manager are very nice and they feel that the nursery is going through a process of improvement. They welcome the user meetings and identify the need for strengthening

communication, for example, by receiving more information regarding their child's learning and development. Some parents are not aware of their child's key person. A special needs co-ordinator has been newly appointed to the role and is developing knowledge of her role and has undertaken a training session. She plans to develop her knowledge with further courses in order to support children with learning difficulties and/or disabilities. Managers work with other agencies as and when necessary to ensure children's individual needs are met.

The nursery is sited in a basement and is made welcoming with posters and information in the lobby and stairway for parents and children. The space is suitably organised into four rooms based on children's ages. Pre-school room staff have clear plans on how they wish to develop the learning environment and have begun by developing the creative area to enable children to easily access a wide range of media and resources to express their ideas. However, overall within the nursery the planning of the learning environment is not fully effective in extending children's development and learning across all areas of the curriculum. For example, resources in the toddlers' role play area are stored in large boxes making the bottom items difficult to reach with ease.

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

The lack of understanding of implementing child protection procedures and the insufficient required documents means children's welfare is not fully safeguarded. Children begin to learn how to keep themselves safe as they are informed by staff that water spills need to be cleared away to prevent people slipping and falling. Children have some opportunity to practice how to evacuate the building safely, however nursery records show the last fire drill occurred in August 2010 and therefore new children have not experienced this.

Children develop a sound understanding of healthy lifestyles, for example, by hand washing prior to eating and teeth brushing after lunch. They are provided with nutritious meals and snacks prepared on-site by a cook. Older children are now serving themselves, however, most choose not to take any salad and are not reminded about healthy eating or encouraged to try a small sample. Drinking water is available throughout the day which children access when they identify they are thirsty. However, the lack of required record's regarding long term medication can impact on children's health.

Overall children make suitable progress towards the early learning goals in all areas of learning. The systems for monitoring and assessing children's progress is in the process of being changed and is therefore not fully embedded. Children's profiles are in place, but are not all up to date. Some staff carry out thorough detailed observations identifying children's next steps and confidently discuss how this links to planning. However, this good practice is not consistent across the nursery. Systems for planning activities are also in the process of change. Many current plans are based on resources to be set out in order to ensure coverage across the areas of learning. These do not reflect support for each child's learning and development. The outdoor space is not presently operational and children currently have less access to resources that promote their physical development.

Children have weekly visits to the gym and regular outings are in place to afford children physical exercise and fresh air.

Pre-school children have strong relationship with the staff in the room and reflect the good manners and respect shown to them. For example, a child asks his peer if he could have the blue truck, this is given happily and is rewarded with a thank you. They form friendship groups and are supportive of younger children. For example, a group of children sit together reading favourite books, one child says he is scared but is gently reassured by an older child. Babies are generally settled even though they are without permanent staff members, they are held whilst bottle fed and supported with feeding. The receipt of a 'superstar' sticker brings joy to toddlers who are able to re-call why they received the reward.

Babies make marks by tapping chalk on paper making satisfying sounds, others use markers. Toddlers enjoy staff reading their favourite book, having requested the same story from three different staff members in the day. Older children are proficient in counting, they calculate when setting out cutlery and comment on the equal number of children and sinks in the bathroom. Toddlers and babies enjoy the construction resources, skilfully building towers and connecting pieces together. Children have access to computers to develop their information communication skills and use the resource to follow up their story time and research information.

Activities such as celebrating festivals enable children to have a sense of belonging and develop their understanding of cultures different to their own. Parents appreciate this and report that staff inform them of upcoming events that may conflict with their own beliefs. For example, at Halloween staff sought permission for the children to be involved and offered solutions for others. Words are displayed in different community languages, however parents are not routinely asked about keywords and phrases specific to their children when they start the placement. Some children with English as an additional language are supported as some staff speak some community languages.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	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

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	4

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