

# Clayhall Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	128498
<b>Inspection date</b>	08/02/2011
<b>Inspector</b>	Samantha Smith
<b>Setting address</b>	208 Clayhall Avenue, Ilford, Essex, IG5 0LE
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<b>Email</b>	
<b>Type of setting</b>	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

Clayhall Nursery has been registered since 1997. The nursery offers full day care for children aged up to five years. It is situated in a semi residential street in Clayhall, and is close to local parks and amenities in the London borough of Redbridge. A maximum of 43 children may attend the nursery at any one time and it currently has 38 children on roll. The nursery is open Monday to Friday between 8.00 to 6.00 all year round, apart from bank holidays and Christmas. Children have access to a secure outdoor play area. The nursery supports children with special educational needs and who have English as an additional language. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend from a wide catchment area. The nursery employs 11 members of staff and there are additional bank staff available. All hold appropriate early years qualifications and some are working towards further developing this. Staff receive support from the Early Years pedagogy advisory team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children needs are not being met and outcomes are poor. Current practice is too weak to support children's individual needs and as a result their learning and welfare needs are not being met. In discussion staff demonstrate a sound knowledge and understanding of the EYFS and their role in supporting children. However, this is not evident in practice consequently; inclusive practice is not effectively promoted. The settings capacity to improve is weak; although the setting is aware of some of the weaknesses identified, they are unaware of how these significantly impact on the quality of the provision. 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.

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## 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 records are kept of the information used to assess the suitability of staff to demonstrate to Ofsted that appropriate checks have been done, these must be easily accessible and available for inspection (also applies to the compulsory and voluntary parts of the
- 23/02/2011

- Childcare Register)
- meet other legal duties with regards to health and safety legislation, specifically in relation to the management of hygiene throughout the setting (Promoting good health) 23/02/2011
- ensure at least one person who has 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 with a current paediatric first aid certificate on outings (Promoting good health) (also applies to the compulsory and voluntary parts of the Childcare Register) 23/02/2011
- ensure that staff have appropriate qualifications, training, skills and knowledge, in order to carry out their roles (Suitable people) (also applies to both parts of the Childcare Registers) 23/02/2011
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 23/02/2011
- undertake sensitive observational assessment in order to meet young children's individual needs (Organisation) 23/02/2011
- put in place effective systems to ensure that the individual needs of all children are met, in particular the needs of babies and children who have English as an additional language (Organisation) 23/02/2011

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

The setting is poorly organised and systems to monitor the effectiveness of the provision are insufficiently focused to bring about change and improve outcomes for children. Arrangements for safeguarding are not sufficiently robust; the setting is unable to demonstrate that all staff have completed the required checks. There is a sound safeguarding policy in which staff demonstrate a firm understanding. However, there are weaknesses in their practice with regards to recording existing injuries. As a result, the safety and well-being of children is potentially compromised. All staff hold relevant child care qualifications and generally demonstrate a sound understanding of the EYFS; however, this is not reflected in the learning environment or in their practice. The setting is aware that the educational programme is ineffective and has currently been working with the early year's advisory team to improve this. However, there are huge gaps in children's observations and plans are basic with no clear learning intention identified.

Staff working with babies are inexperienced and lack awareness of the needs of this age group. Furthermore, the lack of consistency amongst the staff team has a huge impact on the settings ability to support children's needs effectively; staff are regularly moved around from room to room and this has impacted on children's

sense of security, in particularly babies as they are unable to form secure attachments, as a result many are unsettled. Staff working with older children are unable to plan an environment that is welcoming or stimulating and struggle to provide children with suitable learning experiences because they are spend much of their time managing their behaviour as a result limited learning is taking place.

Moral is low and some staff do not feel supported, therefore they are not fully committed to their roles. Opportunities for them to attend training in order to further develop their knowledge and skills are rare and as a result many of them do not have the relevant skills to carryout their roles effectively. In addition the setting is unable to demonstrate that any staff are first aid qualified, which is a requirement. Moreover, the setting relies on students on placement to support some rooms. However, this does not work well because staff are unable to supervise them appropriately. The environment is poorly maintained and some areas, including the main kitchen, milk kitchen and classrooms are unclean and poorly organised. Consequently, children health and well-being is not sufficiently promoted.

Partnerships with parents are generally satisfactory. Relevant information is displayed for them around the setting and information is gathered from them at the start of their child placement, although again this is inconsistent. Written contracts and agreements are in place however, weaknesses in the educational programme means that the setting is unable to keep them fully updated on the progress that their children are making.

The setting has established links with the local authority and is currently working with them to achieve accreditation for various quality assurance modules. However this has yet to be effective in practice. The quality of the provision has declined significantly since the last inspection and their ability to secure improvement is limited because they are unaware of the significant impact that the weaknesses have and without the support of the registered person.

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

The learning environment is not well planned to meet the needs of all the children. The availability of resources is poor and the quality is variable. Play materials are not set out to encourage children to widen their experiences or to enjoy different activities. Nor do they effectively support the areas of learning and much of the equipment available has little learning or developmental purpose. Consequently some children are bored and show a lack of enthusiasm for learning as a result their behaviour is constantly challenging and staff are inconsistent in dealing with this.

Observational assessment systems are ineffective and do not meet the learning needs of the children. Staff demonstrate that they understand how to make and record observations of children whilst engaged in play activities, however the irregularity of these impacts on their ability to plan effectively or support the

individual needs of children. Children's developmental records are incomplete and as a result it unclear just how much progress if any children are making.

Practice is not sufficiently inclusive; some groups of children are not appropriately supported and there are no systems in place to monitor this. The health, physical and dietary needs of babies are not being met, as a result many appear irritable, tired and spend much of their time with little purpose. They are not supported in developing early fundamental skills to secure their future learning. For example, the organisation of the setting impacts on their ability to build relationships with their peers and staff which results in them feeling unsettled. The individual needs of children who have English as an additional language is not sufficiently promoted to support them in learning to communicate effectively. Although this has been identified no action has been taken to address this as yet.

Outdoor play features a regular part of the routine for most children, with the exception of babies who do not benefit the same opportunities to access the garden. Older children are at their best when they are engaged in garden activities, consequently they spend much of their time involved in outdoor play, although without much purpose as this is not well planned for.

Current hygiene practice means that meals, snacks and bottles for babies are not prepared in a clean and hygienic environment and sleeping arrangements are Therefore, potentially exposing children to the risk of illnesses and cross infection and some of the provision of some meals are not suitable for babies.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<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	4
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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## 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:

- take action as specified in the early years section of the report (Welfare of the children being cared for) (Suitability of persons to care for, or be regular contact with, children) 23/02/2011

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:

- take action as specified in the early years section of the report (Welfare of the children being cared for) (Suitability of persons to care for, or be regular contact with, children) 23/02/2011