

Villas Day Nursery

Inspection report for early years provision

Unique reference number	137856
Inspection date	28/06/2011
Inspector	Seema Parmar
Setting address	78a Brondesbury Villas, London, NW6 6AD
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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*.

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.

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Description of the setting

Villas Day Nursery was registered in 1993. It operates from a basement flat of a large Victorian house. It is situated within the London Borough of Brent. Children have access to an enclosed outdoor play area. The nursery is open each week day from 8.30am to 6.00pm, 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 15 children may attend at any one time. There are currently 10 children aged from two years to under five years on roll. Children aged three and four-years-old receive free early years education. Children attend full and part- time sessions. The setting supports children with English as an additional language and children with special educational needs and /or disabilities. There are four members of staff including the manager employed to work with the children. All staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting does not adequately support or enhance children's learning and development. This is because of the staff's limited understanding and lack of implementation of the Early Years Foundation Stage, in order to meet the individual needs of the children. Self-evaluation fails to identify a number of significant issues, which in turn affects the setting's ability to maintain continuous improvement. Children's safety is seriously compromised, as the arrangements for safeguarding are not sufficiently robust. Partnership with parents aids consistency of care, but does not enable them to be fully involved, in their child's learning.

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:

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual (Organisation) 29/07/2011
- ensure there is a balance of adult-led and freely - chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation) 29/07/2011

- ensure that adults looking after children, or having unsupervised access to them, are suitable to do so (Suitable people) (also applies to the compulsory and voluntary parts of the Childcare Register) 28/06/2011
- ensure there is a named deputy who is able to take charge in the absence of the manager(Suitable people) 29/07/2011
- implement an effective safeguarding policy and procedure and ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 29/07/2011
- ensure children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 29/06/2011
- ensure that all records are readily accessible and available for inspection at all times (Documentation) 29/07/2011

To improve the early years provision the registered person should:

- develop further the systems for observations and identify children's next steps in learning and highlight their achievements to enable an effective review with parents of the progress and development of their child
- increase children's independence by offering them more opportunities to develop their self-help skills, for example, at snack time

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are inadequate. The systems for recruiting and ensuring staff are suitable to have access to children, are weak. In addition, the setting has failed to ensure the suitability of all adults having unsupervised access to the children. This is a breach of regulation and puts children's welfare and safety at risk.

Staff have a basic understanding of child protection issues and the signs and symptoms that would cause them to have concerns about the children in their care. However, the policies in place are not fully effective or readily available, and in addition, lack of up-to-date training impacts on the staff's ability to effectively and efficiently follow the procedure through. This is a breach of a legal requirement. Steps are taken to ensure the premises is safe, as staff complete risk assessments of the indoors and outside, in order to promote the welfare of children. Security is appropriate, with staff opening the door to parents, children and visitors, as they arrive. Generally, records, policies and procedures are in place. However, some of the required records are not maintained and made available for inspection, including details of staff suitability. This is a breach of a legal requirement.

The setting has made some improvements since the last inspection. For example, they were required to carry out and record fire drills. As a result, children learn how to keep safe in the event of a fire. However, self-evaluation fails to identify a number of significant issues which impact on children's safety and welfare. This in turn affects the setting's ability to maintain continuous improvement.

The setting is organised into different areas of learning, encouraging young children to become independent, by self-selecting their resources. Equality and diversity are threaded through some activities, so that children gain an awareness of the needs of others. However, they do not have their own welfare needs sufficiently met. The setting understands the importance of working with other professional agencies, in order to meet the needs of children with special educational needs and/or disabilities.

Relationships with parents are positive and there is a regular exchange of information, to keep them informed about their children's care and development, through verbal feedback. Parents have access to policies and procedures of the setting and the notice board provides them with other useful information.

Generally, parents report they are happy with the care provided for their children and are particularly pleased with the relaxed and homely environment.

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

Staff have a developing understanding of the Early Years Foundation Stage. However, they have yet to implement this effectively into practice. As a result, children do not make sufficient progress in their learning and development. Systems for observing and planning the children's next steps in their learning are developing; however, they often do not transpire in practice. Although planning takes into consideration children's interests, activities set out are more general and routine orientated. A lack in the balance of adult and child-led activities has an impact on the children and they are not fully engaged and interested in their play. In the main, children are settled and happy in the setting. They develop warm relationships with staff that are kind and caring.

Children have access to mark making resources, such as writing materials, paper, pencils and crayons. However, children do not have opportunities to write for a variety of purposes, in order to fully promote their early writing skills. Although children have access to a selection of books in the book area, they are not adequately supported in order to look at books for pleasure. In addition, children miss key opportunities to develop their critical thinking skills, as staff do not actively engage them in discussions and do not use open-ended questioning, relevant to the activity. As a result, children are not sufficiently challenged and extended in their learning and development. Children have access to a range of creative activities, such as, sand, water play and easel painting. However, children miss opportunities to design and create using a variety of materials. Children are surrounded by visual prompts to recognise numbers and they sing number rhymes, such as, '1,2,3,4,5, once I caught a fish alive,' using some mathematical language. However, staff miss vital opportunities, during daily activities and routines, to extend children's vocabulary to learn about, for example, quantities such as

'enough', 'more' and 'how many'.

Children are offered healthy food and drinks that take account of their individual dietary needs, such as, pasta in tomato sauce with sweet corn and cheese and fresh fruit. However, children's well-being is not fully promoted, as the organisation of the daily routine does not allow all children to have a snack. For example, children have a snack on arrival which means those children who arrive later have no snack and therefore, have to wait until it is lunchtime. Mealtimes are a social event and children are encouraged to eat together. However, simple routines such as meal times, do not take into account children's growing independence. They are not encouraged to help with achievable tasks that contribute to the development of skills for the future. Children have access to fresh drinking water, which they can help themselves to when they are thirsty.

Generally, suitable hygiene procedures are followed. For example, children are developing an understanding of personal hygiene as they are encouraged to wash their hands before eating and after using the toilet. Children have some opportunities for fresh air, when playing outdoors.

Children are learning how to keep themselves safe in the event of a fire, as evacuation drills are routinely conducted. However, children's safety is not adequately promoted, as arrangements for safeguarding children are not robust. Children are generally well behaved and comply with the daily routine. However, there are times when children's behaviour is not always managed effectively. Consequently, children do not always understand the difference between right and wrong.

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	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	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	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:

- have effective systems in place to ensure that any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining an enhanced CRB check (Suitability of persons to care for, or be in regular contact with, children) (also applies to the voluntary part of the Childcare Register) 06/07/2011
- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised) (also applies to the voluntary part of the Childcare Register) 06/07/2011

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:

- have effective systems in place to ensure that any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining an enhanced CRB check (Suitability of persons to care for, or be in regular contact with, children) (also applies to the compulsory part of the Childcare Register) 29/07/2011
- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised) (also applies to the compulsory part of the Childcare Register) 06/07/2011