

Toucan Day Nursery

Inspection report for early years provision

Unique reference number

EY300692

Inspection date

03/11/2009

Inspector

Catherine Greene

Setting address

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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

Toucan Day Nursery was registered in 2004. It operates from a purpose built building in the London borough of Hackney. There is a baby unit and sensory room on the ground floor and a pre school room on the first floor. There is an enclosed area for outdoor play.

The setting is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register to care for up to 40 children aged under eight years of age. They are open from 8am until 6pm all year round. There are currently 38 children on roll, all of whom are in the early years age range. There are 12 members of staff with seven members of staff who are qualified to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall the quality of the provision is inadequate. Children's well being, learning and development is not effectively promoted and staff have not received training regarding the Early Years Foundation Stage (EYFS). There are some systems in place being developed to support staff in maintaining the welfare requirements and the owner/manager is working with senior staff and independent advisors, this has had little effect. The manager is aware that further development is urgently needed to enhance the care and learning for children. The setting has the required policies and procedures that are mostly reviewed in line with changes. However serious weaknesses in areas of leadership result in the outcomes to promote children's welfare, care and learning being inadequate. Self-evaluation has been undertaken to identify key areas for development but is unrealistic and therefore does not give a complete picture in order to ensure improvements are made.

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:

- | | |
|---|------------|
| • ensure there is a designated person to take lead responsibility for safeguarding children (Safeguarding) | 30/12/2009 |
| • develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development (Behaviour management) | 30/12/2009 |
| • ensure there is an effective system in place to ensure a named deputy is able to take charge in the absence | 30/12/2009 |

- of the manager (Staffing arrangements)
- ensure all staff are appropriately experienced and have a clear understanding of their roles and responsibility in managing and organising the provision to meet children's individual needs (Qualifications, training, knowledge and skills) 30/12/2009
- ensure the preschool room is organised with regard for the space requirements in order to meet the needs of the children (Suitable premises, environment & equipment) 30/12/2009
- plan and provide a suitable range of activities for children, which offer appropriate challenge for their stage of development and are based on their individual needs (Organisation) 30/12/2009
- improve the organisation of toys and activities for children to engage in a variety of play experiences in their daily routine (Suitable premises, environment and equipment). 30/12/2009

The effectiveness of leadership and management of the early years provision

Children's welfare in the event of child protection concerns is inadequate. Not all staff have an understanding of the indicators of abuse and they do not know who to report their concerns to. They are unsure of their role and responsibility with regards to monitoring and recording their concerns. Most policies and procedures are complete; however the child protection policy is not currently in line with changes in legislation. Children's behaviour overall is not managed in a way which promotes their welfare and development consistently. Babies and toddlers behaviour is mostly managed according to their age and stage of development. They benefit from staff who give them praise and encouragement. Although the overuse of an electronic swing seat and giving babies dummies to suppress them does not encourage their inclusion or development in any beneficial way. Older children do not understand what is expected of them and react negatively to staff and their peers as a result. They become bored and frustrated, staff use inappropriate handling techniques and staff's management of unwanted behaviour is not consistent resulting in children receiving conflicting messages. Ineffective systems are in place to support staff and value their contributions. There is a high turnover of staff and some staff lack motivation and do not offer good quality care and education. Internal mechanisms for induction, training, regular staff and individual support meetings are implemented, although despite these efforts there is no structure to appropriately monitor practice and ensure effective measures are in place to meet the welfare requirements successfully and promote positive outcomes for children. There is no clear direction for staff and no means of recognising and tackling weaknesses, particularly in assessment and organisation of activities. Staff are not consistently confident in their role and the delivery of the Foundation Stage curriculum. A lack of effective organisation and management means that children do not benefit from a staff team that have a secure understanding of many necessary procedures and policies. This is

particularly apparent with regard to managing children's behaviour and safeguarding.

The manager is actively working to develop her staff's skills in working with parents, carers and other agencies by introducing new systems of effective communication. However some staff lack confidence in their role and responsibility which impacts on their ability in communication, planning activities and meeting individual children's needs. This has particular impact when the manager is not present. Parents and carers get some information in both written and verbal form concerning the Foundation Stage curriculum. However the day to day plans of activities are not consistently followed, as a result staff are insecure about what activities to provide. This is reinforced by a lack of communication between staff and parents which means that children do not benefit from an effective working relationship, specifically around behaviour management and organisation. Important information provided by parents is not fully implemented to extend children's learning.

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

Children are welcomed into the setting and some confidently separate from their parents. They do not spend adequate time in purposeful play activities. Poorly presented areas, such as the home and book corner are insufficiently resourced and do not gain children's interest. The pre school layout and organisation is not designed to best meet the needs of the children, the manager is not sure if the room meets the requirements for space. Some children engage in building with construction toys, puzzles and role play. However, lack of appropriate preparation means that some activities are without purpose. For example, children both in preschool and babies attempt to engage in a drawing activity using broken worn down pencils and scrap paper previously used.

Staff are using the Early years foundation stage framework (EYFS) to plan some activities but not all staff are secure in their knowledge and understanding of how children learn. Staff do not always provide resources to encourage progress in all areas of development.

Children benefit from being cared for in a safely managed provision. They are familiar with the routines that are in place to help them settle quickly. However, children's progress is hindered at times due to the lack of effective organisation of the setting. This results in children participating in activities that do not always fully meet their individual needs. Consequently, there are fewer opportunities for children to increase their independence and to be engaged in purposeful play. Staff have an insecure knowledge of the EYFS curriculum, activities are not always planned effectively and specifically to support the individual learning needs of each child. This results in children not being provided with adequate challenges in all areas of their learning. Children are beginning to think for themselves and are becoming independent. Although because staff frequently fail to respond to children's requests, the opportunities to extend their learning are limited and children become very frustrated. Staff are overly occupied with domestic tasks and tick lists and do not listen to the children, they do not use questioning techniques to help children extend their learning. As a result children are frequently bored, their behaviour often deteriorates and some children become increasingly

distressed. The activities organised by staff occupy some children for short periods of time during free play. Children learn about the environment and the world through different topics and by celebrating festivals through the year. Generally children are engaged in some practical activities, however the lack of interesting opportunities available, means that they become quickly distracted by other children and do not consistently persevere in their chosen tasks.

Children enjoy some friendships with one another, but conflict arises frequently because of poorly planned activities and lack of adequate resources for all children. The management of care is developing to enable children to understand the importance of how to keep themselves safe and healthy. Children's confidence and self esteem is built through the use of praise and recognition at times although this is compromised when they are constantly told to be quiet whilst the younger children sleep during the afternoon period. Children and staff come from a variety of backgrounds, which helps children to recognise difference and similarity within society. Staff and children have made a valuable contribution recently when fundraising for different charities. Families' individual and specific needs are respected. The setting has systems in place to support the inclusion of children with learning difficulties and of disabilities and there is a designated member of staff with responsibility for special needs but not all staff are secure in the knowledge of exactly who takes this lead. This results in poor communication between staff, for example when organising outings. This has serious implications for inclusion when some children are excluded from an outing until the manager intervenes and children are left frustrated and confused.

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	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

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	3
The extent to which children adopt healthy lifestyles	3
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:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met