

Looby Lou's Too

Inspection report for early years provision

Unique reference number	EY427661
Inspection date	14/12/2011
Inspector	Carol Johnson

Setting address	1586/1585 Bristol Road South, Longbridge, BIRMINGHAM, West Midlands, B45 9UA
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Type of setting	Childcare - Non-Domestic

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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

Looby Lou's Too Nursery was registered in 2011. It is one of two nurseries owned by the provider and situated in the Longbridge area of Birmingham. Some children are cared for on the first floor of the premises and there is no lift access to this floor. The nursery serves the local area. There is a fully-enclosed area available for outdoor play. The nursery is open Monday to Friday, all year round, and opening hours are 7.30am to 6pm.

A maximum of 45 children may attend the nursery at any one time. There are currently 16 children on roll. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery provides funded early education for three- and four-year-olds and supports children who speak English as an additional language.

The nursery employs five members of staff, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare and safety is compromised because the provider has failed to meet many of the legal requirements of the Early Years Foundation Stage. Leadership and management is ineffective and children's needs are not met. Children's welfare and progress is impeded because systems to ensure that every child receives a broad range of experiences that reflect their individual needs, preferences and interests are inadequate. Partnerships with parents and others are insufficiently developed to ensure consistency and continuity of care for all children. Self-evaluation is poor and the provider lacks sufficient capacity for continuous improvement.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

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:

- provide information for parents in respect of the provider's policies and procedures (Safeguarding and promoting children's welfare) 24/01/2012
- take necessary steps to safeguard and promote the welfare of children. This relates to, for example, 10/01/2012

- ensuring that children are unable to leave the premises unsupervised and or access unsafe areas (Safeguarding and promoting children's welfare)
- ensure that there is an effective policy about ensuring equality of opportunities and for supporting children with special educational needs and/or disabilities (Safeguarding and promoting children's welfare) 24/01/2012
- devise and implement an effective safeguarding policy and procedure (Safeguarding and promoting children's welfare) 10/01/2012
- provide a first aid box with appropriate contents to meet the needs of children (Safeguarding and promoting children's welfare) 10/01/2012
- ensure that there is a named deputy who is able to take charge in the absence of a manager (Suitable People) 10/01/2012
- take reasonable steps to ensure that hazards to children- both indoors and outdoors- are kept to a minimum. This relates to, for example, the risks posed by hot radiators, electrical equipment that has not been safety tested, toys with small parts and the metal fire escape (Suitable premises, environment and equipment) 10/01/2012
- ensure that indoor and outdoor spaces are safe and suitable for their purpose. This relates to, for example, ensuring that the premises are clean, adequately ventilated, well-lit, maintained at a comfortable temperature and that there are suitable hygienic nappy changing facilities (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register) 10/01/2012
- take all reasonable steps to ensure the safety of children, staff and others on the premises in the event of a fire and have a clearly defined procedure for the emergency evacuation of the premises (Suitable premises, environment and equipment) 10/01/2012
- ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation) 24/01/2012
- 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 needs (Organisation) 24/01/2012
- assign each child a key person in order to meet the needs of each child (Organisation) 10/01/2012
- maintain all policies and procedures required for the safe and efficient management of the setting and to meet the needs of children and ensure that they are accessible and available for inspection by Ofsted (Documentation) 10/01/2012

- maintain a daily record of the hours of attendance of children looked after on the premises (Documentation). (also applies to the compulsory part of the Childcare Register)

10/01/2012

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are inadequate. Insufficient attention is given to ensuring that the premises and equipment are safe and secure. The manager conducted and recorded a risk assessment shortly after registration but this does not protect children. Daily visual safety checks, carried out by staff, are ineffective and the risk assessment record does not consistently reflect practice and procedures. Therefore there are insufficient measures in place to prevent children from being able to leave the premises unsupervised and/or gain access to unsafe areas. A safety gate at the foot of the stairs leading to the first floor is broken and staff fail to recognise that some toys accessible to young children are a choking hazard. Also, the radiators in the main playroom on the ground floor are not covered and very hot to the touch, whilst some of the areas of the nursery are extremely cold.

Children, staff and others are at risk in the event of a fire as there are no clearly defined emergency evacuation procedures. Staff are aware that they would need to evacuate the premises as quickly as possible but have not identified exactly how they will do this. The exterior fire escape from the first floor is in a poor state of maintenance and is extremely slippery in wet weather. The gaps between the rungs of the steps are very wide and are difficult for young children to negotiate quickly and safely. The metal structure of the fire escape poses a safety risk to children when playing outside. Staff erect a temporary wooden barrier around the base of the fire escape, when children are playing in the outdoor area, but this is insufficient to ensure children's safety. Also, electrical equipment has not been safety tested.

Staff demonstrate a suitable knowledge of Local Safeguarding Children Board guidelines and procedures. They show a satisfactory knowledge of some of the possible signs and symptoms of abuse. Vetting procedures ensure that staff are suitable to be working with children but there is no named deputy who is able to take charge in the absence of the manager. Records, policies and procedures are insufficient to ensure the safe and efficient management of the setting and to meet the needs of children. The nursery policies are at present those adopted by another local nursery owned by the same provider. The safeguarding children policy and procedure is ineffective and there is no policy on equality of opportunities or procedure to be followed in the event of a parent failing to collect their child at the appointed time. Also, the nursery has insufficient systems in place to ensure that parents are provided with information about their policies and

procedures. Children's welfare and safety is at risk because their daily hours of attendance are not consistently recorded.

Friendly relationships exist between staff and parents. Parents are invited to events, for example, the Christmas party and there is some useful information displayed on noticeboards around the nursery. Some information about children's welfare and learning and development is verbally exchanged during chats at either end of sessions. However, the nursery does not have a key person system in place and this has a negative impact on the ability of staff to create an effective partnership with parents and build personal relationships with individual children. There are no children, currently attending, who have special educational needs and/or disabilities or attend any other setting delivering the Early Years Foundation Stage. Staff are aware of the value of working in partnership with parents and other professionals. However, the nursery does not have clear strategies in place for identifying learning needs or forging and maintaining effective links with other agencies or professionals.

Staff have attended some training to help improve their knowledge and understanding of childcare related subjects. Occasional management meetings and informal staff meetings enable some information to be shared between management and the staff team. However, systems to monitor the effectiveness of policies and procedures and to evaluate the provision as a whole are inadequate. The effectiveness of current leadership and management in communicating ambition or driving and securing improvement is inadequate. The strengths and weaknesses of the nursery are not accurately identified, future plans are unclear and too little is being done to address identified weaknesses in the provision.

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

Children demonstrate through their actions that they feel safe and secure. However, their trust is misplaced because safeguarding arrangements are inadequate and Early Years Foundation Stage regulations and duties are not met. Generally, children appear happy and content. They readily go to staff for comfort, reassurance and support and often smile and laugh during their play. However, their individual needs are not met and they are insufficiently supported to reach their full potential. Staff do not have a clear enough understanding of the children's needs and interests because observations are not frequent or accurate enough to monitor children's progress or plan activities. They are not planning or providing experiences that help children develop an understanding of safety issues and too little is done to help children gain skills for the future.

Children have access to a very small selection of toys and equipment and not all experiences provided for them are stimulating or suitable for their age and stage of development. Consequently, this has some impact on their behaviour as they sometimes lack purpose or direction in their play and soon become bored or disinterested. Children's good health is insufficiently promoted and protected. They do not access the outdoors on a regular basis and are insufficiently helped to understand the benefits of regular exercise and the importance of a healthy

lifestyle. Water is readily available to prevent children becoming dehydrated and a range of healthy and nutritious main meals are prepared off-site and delivered on a daily basis to the nursery. However, the overall maintenance and cleanliness of the nursery is unsatisfactory. Mould and damp is clearly evident in the kitchen and toilets are not kept clean. There is no outdoor light at the rear of the premises and nappy changing arrangements are poor as children are changed in a room without ventilation or handwashing facilities. Also, there are no first aid supplies on the premises.

Staff have created a sensory room and have provided a range of tactile materials and household objects for children to investigate and explore. They provide children with lots of creative activities and are helping to develop children's language and communication skills through singing, looking at books and lots of interaction. Several children attending the nursery speak English as an additional language and staff use a mix of key words in children's home languages and gestures to help children communicate. Some religious and cultural festivals are explored through planned experiences and these help children to develop some sense of their own cultural identity and that of others. However, children's learning and enjoyment are hindered because staff are not planning a sufficient range of experiences to promote all areas of learning and, overall, resources to support children's play are severely limited.

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

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 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:

- | | |
|---|------------|
| • ensure that children receiving childcare are kept safe from harm; this specifically refers to the safety and security of the premises, fire safety and first aid supplies (Welfare of the children being cared for) | 24/01/2012 |
| • keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) | 24/01/2012 |
| • take action as specified in the early years section of the report (Suitability and safety of premises and equipment, Records to be kept) | 24/01/2012 |
| • make copies of the written statements of safeguarding procedures and complaints procedures available to parents (Providing information to parents) | 24/01/2012 |
| • provide parents with information about the registration system for the compulsory part of the register (Providing information to parents). | 24/01/2012 |