

The Marylebone Village Nursery

Inspection report for early years provision

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EY435123

Inspection date

05/03/2012

Inspector

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Setting address

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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*.

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Description of the setting

The Marylebone Village Day Nursery is privately owned and was registered in 2011. The premises are based in the basement of St James' Church, in Spanish Place, in the London Borough of Westminster. There is a large spacious hall for children to use for indoor play and toilets leading off this area. A small courtyard is available for outdoor play. The nursery is open term time only and is currently open from 9 am to 12 noon. There are four members of staff including the manager, two of whom hold a relevant childcare qualification.

The nursery is registered to care for 40 children in the early years age group, of these, not more than 4 may be between 1 year and under 2 years at any one time. The nursery is registered on the Early Years Register. There are currently 11 children on roll. The nursery is able to support children who have special educational needs and/or disabilities and those who learn English as an additional language. The nursery provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

There are significant weaknesses in the leadership and management as safeguarding procedures are ineffective, and as a result, children are not fully protected. There are a number of breaches in legal requirements regarding risk assessments, safeguarding procedures and documentation. Fire drills are undertaken, however there is no record of the event. Planning and observation are in their early stages of development and have yet to identify the next steps for children's learning. Partnerships with parents and other professionals are beginning to develop, however information shared about the activities children take part in on a daily basis is less detailed. The management has sought support from the local authority development workers to aid their self-evaluation. However, management has failed to identify significant weaknesses in practice and the capacity to improve is weak.

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:

- devise a procedure to be followed in the event of a parent failing to collect a child at the appointed time 20/03/2012

- (Safeguarding and promoting children's welfare)
- ensure records are easily accessible and available for inspection by Ofsted (Documentation) 20/03/2012
- conduct a risk assessment and review it regularly - at least once a year or more frequently where the need arises (Suitability and safety of premises and equipment) 20/03/2012
- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked. Determine the regularity of these checks according to their assessment of the significance of individual risks (Suitability and safety of premises and equipment) 20/03/2012
- carry out a full risk assessment for each and every outing, which includes an assessment of required adult to child ratios. Review the assessment before embarking on each specific outing (Safeguarding and promoting children's welfare) 14/03/2012
- take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum (Suitability and safety of premises and equipment) 20/03/2012

To improve the early years provision the registered person should:

- undertake regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- enhance information given to parents about the activities their children have been involved in during the day, for example by wall displays, photos, examples of their work and planning information
- develop further the process of observation of children to assess the progress which children are making and use these to inform planning for the next steps in a child's development.

The effectiveness of leadership and management of the early years provision

The procedures for safeguarding children are inadequate. The systems in place for protecting children from hazards are not sufficient. There are no risk assessments in place for the areas used by the children, the equipment they use, and activities and outings they participate in. As a result there are hazards accessible to the children. The nursery is beginning to develop a range of policies and procedures; however, in the event of a child not collected from nursery, the procedure for staff to follow is unclear and does not promote children's welfare. Although the nursery has systems in place for vetting staff, the records that contribute to the assessment of suitability, are not available for inspection. The nursery have undertaken a fire drill with the children however, there is no record of the event to monitor its effectiveness.

The nursery have yet to implement a system for reflecting on their practices. However they have sought support from the Local Authority development team to help them in identifying some areas for future development. The nursery has identified some future training for staff, which will help them to gain further knowledge to undertake designated roles and responsibilities.

The nursery is developing the systems in place for planning and tracking children's progress. Staff sit with the children and play and interact with them, however they have yet to identify the next steps in children's learning which will help support individual children's development. The nursery is in the process of building up their resources. They organise a selection of toys, books and equipment around the hall to enable children to make independent choices with what they want to play with.

The nursery staff know the children well and work with parents to support children's individual needs. The nursery obtains information from parents, such as the children's cultural background and their home language spoken, along with any other specific needs to help settle and support children. Children are learning about their own cultures and that of others through the planned activities. For example they have celebrations for Eid, take part in a nativity for Christmas and make Rangoli patterns for Diwali.

The nursery has formed a generally positive relationship with parents and carers. The parent's notice board is available with information such as the registration certificate and contact details of the regulator if parents wish to make contact with them. The nursery has systems in place to update parents about their child's development, in the form of a termly report covering children's progress in the six areas of learning. The parent's notice board displays the topic of the week; however the information given to parents about what their child does on a daily basis, is less detailed. Parents' comment that they are happy with the care provided for their child and they feel their children have the opportunity to learn new skills, such as yoga and different types of art and crafts. The nursery is aware of their responsibility to work with other professionals to support the children in their care, if they attend another early years setting. They work with the Local Authority inclusion team, to help them in supporting children's individual needs.

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

The nursery has systems in place for observing children, which helps them to identify children's interests, which they then use to help lead the planning for the following week. However they have yet to identify the next steps in children's learning to personalise planning for individual children's needs. The nursery is currently reviewing the existing systems in place for planning, with the support of the Local Authority advisors.

Children enjoy taking part in yoga where they retell familiar stories such as the 'three little pigs', using actions and words. This promotes children's

communication, language and literacy skills. They sing songs, which help promote their understanding of numbers, counting backwards and forwards, from one to five. They also complete a range of puzzles. This contributes to the development of children's problem solving and numeracy skills. Children are developing their skills through the use of information and communication technology. They use a range of battery operated toys including walkie talkies, calculators and torches.

Children are beginning to develop an understanding of a healthy lifestyle. They have the opportunity to have a healthy and nutritious snack where they enjoy fresh fruits and have other foods such as rice cakes and humus. Children are encouraged to wash their hands before they eat and when they come in from outdoor play. Children have regular opportunity to take part in physical activities both in the court yard and local gardens. They enjoy steering scooters and bikes and climbing through tunnels and up the steps of the slide.

The lack of effective systems in place to undertake risk assessments has a direct impact on children's overall safety. Children are supervised adequately at times; however the arrangements in place to protect and keep children safe are not robust. Children are beginning to learn how to keep themselves safe, for example, they walk indoors, rather than run, and learn to use scissors with care.

Children are settled in the nursery and most are beginning to display a sense of belonging. They are happy, settled and generally behave well and are encouraged to share and take turns with the equipment. Children are kind to one another, for example a child gets a bike and brings it to his friend who has just arrived. Staff praise children throughout the session, for example when they have worked particularly well in their yoga class.

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	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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