

Warwick Day Nursery

Inspection report for early years provision

Unique reference number EY305992
Inspection date 08/05/2012
Inspector Lorraine Sparey

Setting address Warwick Nursery, Cirencester Street, London, W2 5SR

Telephone number 020 7641 4361
Email warwick@wcs.org.uk
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.

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Description of the setting

Warwick Day Nursery has been operating for over 20 years. The current providers are The London Early Years Foundation. The nursery operates from a purpose-built building, which consists of five playrooms, all with access to the central garden. The baby room has its own separate garden. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children under the age of eight years may attend at any one time. There are currently 54 children in the early years age range on roll. The nursery receives nursery education funding for children aged two, three and four years. The nursery provides care for a number of children with special educational needs and/or disabilities and a number who speak English as an additional language. The nursery opens all year round from 8am until 6pm with morning sessions and afternoon sessions. Children can attend on a full or part time basis. A team of seven staff work with the children and hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's individual needs with regard to their welfare, learning and development are not sufficiently met. The setting is not meeting the requirements of the Early Years Foundation Stage. These relate to safeguarding, suitability of adults, children's learning and development and the organisation of staff to support all children. Some daily routines are not implemented, such as snack time and hygiene routines. There are weaknesses in some staff's understanding of safeguarding procedures and children do not always fully explore and use their senses outdoors. There are procedures in place to monitor and evaluate the provision. However, they are not effective in identifying the key areas that require development. Therefore, the settings ability to maintain continuous improvement at this time is limited.

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 that people whose suitability has not been checked do not have unsupervised contact with children who are being cared for (In relation to the current manager) (Suitable people) 28/05/2012

- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 28/05/2012
- organise staff to ensure safety and to meet the needs of the children (Suitable people) 21/05/2012
- 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) 28/05/2012
- take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum (Suitable premises, environment and equipment) 28/05/2012
- promote equality of opportunity and anti discriminatory practice to ensure that every child is included and not disadvantaged because of their ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability (Organisation) 21/05/2012
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 21/05/2012
- promote the good health of children, with regard to providing snacks as appropriate, and take necessary steps to prevent the spread of infection (Safeguarding and promoting children's welfare) 21/05/2012

To improve the early years provision the registered person should:

- review the use of the outdoor area to enable children to have more regular opportunities to explore and use their senses
- develop children's understanding of healthy practices, with regard to encouraging them to blow their noses
- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.
- develop staff's understanding of safeguarding children issues and how to implement the safeguarding children policy and procedure appropriately.

The effectiveness of leadership and management of the early years provision

Staff are not consistent in their approach to safeguarding children. The management demonstrate suitable knowledge and understanding in providing a safe and secure environment and they know the procedures to follow in the event of a welfare concern. Staff are encouraged to attend training with regard to child protection and some of them demonstrate an appropriate knowledge of the procedures to follow if they have a concern. Some staff, however, are not clear on how to implement the safeguarding children procedure fully. There are systems in

place to complete risk assessments and daily safety checks. However, staff are not successful in maintaining a safe environment particularly with regard to the outdoor area. On the day of the inspection the garden was checked and considered safe. However, a sink that was half full of stagnant water went unnoticed and children wandered over and were able to access it. Additionally, children are left on their own for long periods playing in the water trays. Staff do not demonstrate an awareness that these are hazards that pose a risk to children's safety. There are appropriate recruitment and vetting procedures in place to enable management to assess staff suitability for their role. There is a new manager in place who has notified Ofsted. However, the relevant documentation has not been submitted to Ofsted to enable them to undergo the vetting procedures. The company has completed their own suitability checks which includes a criminal records bureau check. Therefore, the impact on the children's welfare is minimal.

There are some procedures in place to monitor and evaluate the provision and encourage staff to reflect on their practice. For example, the previous manager and a member of the management team completed the Ofsted self-evaluation, encouraging staff to be involved in this process. Parent questionnaires enable them to put forward their ideas and the company undertakes annual customer satisfaction surveys. For example, the nursery celebrated cultural month at the request of the parents. However, there have been many changes since the evaluation was completed in 2010. Therefore, some aspects are no longer relevant and areas that require developing are not being identified and addressed. The new manager is enthusiastic and keen to work with the staff team to rectify the issues, but currently staff practice is not always in line with the nursery's policies and procedures.

There is generally a wide range of toys and equipment throughout the nursery. The baby room provides a welcoming environment for young children to play and rest. The four playrooms for the children aged over two years lead directly into the garden area. However, staff are not maximising opportunities for children to play and learn in the outdoor environment, especially to explore and use their senses. At times staff plan to use the outdoor environment but in practice this does not always happen. Staff are not sufficiently organised to ensure that children receive their snack, which means children's needs are not always met.

Staff develop positive relationships with some parents. They are provided with information about the nurseries policies and procedures and the routines. Information with regard to children's progress in their learning and development varies. Some parents report that they are encouraged to share information about their children's progress at home. Some parents were keen to tell the inspector how pleased they are with the nursery and the support their child and the family receives. Each child has a key person who is aware of children's individual needs but this is not the case for every child. Some staff are not aware of children's home language and are therefore not able to effectively support them within the setting. There are some positive relationships with other early years professionals to support children with additional needs. However, at times the information gathered is not used effectively to fully support children's progress and integration. This means children are left alone for long periods, are not engaged in their play or

encouraged to interact and form relationships with others.

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

Children come into the setting and generally settle in their designated play room. Some children are confident to choose activities or toys they wish to play with. They approach staff for support and cuddles. Some children who are shy or who are learning English as their additional language are not always supported in their play and learning. This means they are often left to their own devices and are not engaged in meaningful play. Staff complete observations with regard to children's learning and development. However, some staff are not sufficiently familiar with how to use the observations to plan the next steps in children's development to help them make progress. The planning does not sufficiently link to children's individual interests and activities that would support their individual development. As a result some staff are clear on how they can help the children make progress and others are not. Therefore, not all children make sufficient progress in their learning.

Children have opportunities to develop their creative skills in the designated area. For example, several children choose to play with pasta and pearl barley that is been painted with metallic paint. They use spoons to transfer the mixture into small bowls. However, some children's behaviour deteriorates and they throw the pasta mixture in other children's faces. Staff do not effectively manage the behaviour in a manner that is appropriate for the children's age and stage of development. This means some children do not enjoy the activity and children do not learn what is acceptable behaviour and what is unacceptable. The majority of children enjoy singing familiar rhymes and songs. Young children participate with actions. A member of staff suggests singing a dinosaur song and a song about a mouse. Children giggle and say 'again' as they know what is going to happen when the mouse comes out of the cave.

Children play in the outside area at different times during the day. For example before lunch children use ride on vehicles, climb and slide and use large soft shapes to build a doorway. Some children are not supported in playing with the toys and equipment and they stand on their own and watch the others play. Children sit together with staff at lunchtime in their groups and generally this is a social occasion where they are encouraged to talk about what they have enjoyed during the morning.

Children's understanding of healthy lifestyles varies throughout the nursery. Frequently children have runny noses and are not supported in blowing them, disposing of the tissue appropriately and washing their hands to minimise cross infection. Some children are independent in their personal care. They wash their hands after using the toilet and before eating lunch. However, staff forget to offer children a snack mid-morning to promote their good health and meet their physical needs. Children's understanding of staying safe varies. Some children become excited and try to rush up the steps of the ladder to go down the slide and slip.

Staff sometimes leave children in vulnerable positions, for example, walking off inside to get a tissue when prompted by another adult, when young children are climbing on the climbing frame. Children's behaviour varies. Some children's behaviour impacts on other children's safety. Staff's response varies and as a result children receive mixed messages and do not learn right from 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

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| 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

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|--|---|
| 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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| 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

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| 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:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 21/05/2012
- 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) 28/05/2012
- ensure that the childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (How the childcare provision is organised) (also applies to the voluntary part of the Childcare Register) 21/05/2012

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 compulsory part of the Childcare Register (Suitability and safety of premises and equipment/ How the childcare provision is organised) 21/05/2012