

Mehria Wonderland Nursery

Inspection report for early years provision

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Inspector

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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

Mehria Wonderland Nursery registered in 2011 and operates from purpose built premises within the grounds of Mehria School in Luton, Bedfordshire. Children have access to two open-plan playrooms and a secure, enclosed outside play area.

The nursery is registered on the Early Years Register. A maximum of 36 children may attend the setting at any one time and there are currently 43 children on roll. The nursery is open each weekday from 8am to 6pm all year round and children may attend for a variety of sessions. The nursery offers care to children with special educational needs and/or disabilities and to those who speak English as an additional language.

The nursery employs five members of staff. Four of the staff, including the manager and deputy, hold early years qualifications. The nursery receives support from the local Early Years Development Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Insufficient regard is given to the statutory framework for the Early Years Foundation Stage and subsequently, some specific legal requirements are not being met. Organisation is poor and the setting's policies and procedures are not effective, which compromises children's safety and well-being. Provision for children's learning and development is very limited with children not suitably engaged due to the lack of age and stage appropriate activities provided. Staff do not know enough about children's individual capabilities so they are unable to ensure progress in their learning and development. Systems to evaluate the effectiveness of the provision are not in place; consequently, self-evaluation is not effective and too little is done to secure improvement.

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 there is an effective behaviour management policy which is adhered to by all members of staff (Safeguarding and promoting children's welfare) 28/05/2012
- ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation) 28/05/2012

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience which is tailored to meet their individual needs (Organisation) 28/05/2012
- ensure that staffing arrangements and deployment are organised to meet the needs of the children and promote their safety (Suitable people). 28/05/2012

To improve the early years provision the registered person should:

- ensure that all staff have a clear understanding of their roles and responsibilities
- carry out regular appraisals to identify staff training needs and put in place a programme of professional development so that these needs are met
- ensure that all children are supported in their progress towards the early learning goals in all areas of learning by developing observations and assessments and incorporating next steps to plan relevant and motivating experiences for each child
- improve the two-way flow of information with parents, this specifically relates to gathering information from parents on children's starting points
- provide one toilet and one hand basin for every 10 children over the age of two years old, and ensure that children's privacy is respected
- implement a system of self-evaluation to ensure that staff, parents and children are involved in a meaningful way and monitor the impact that the improvements have on the outcomes for children
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

All staff have completed basic level one training with regard to safeguarding and the manager, who takes the lead role for safeguarding in the setting, has also completed designated person training. The setting routinely conducts checks on all staff to ensure they are suitable to work with young children and has appropriate systems in place to ensure that persons whose checks have not yet been completed are not left unsupervised with children. Staff complete a daily risk assessment of the areas children use, however children's safety is compromised because emergency evacuation drills are not completed regularly. As a result children's awareness of safety is not reinforced along with their understanding of how to leave the premises safely in an emergency.

Children spend much of their time in the setting playing with the few resources that are available, with little purpose. They play with the same resources for most of the morning session and poor staff organisation means that they 'tidy up' on three occasions and then put out the same toys. Resources are not age and stage appropriate, stimulating or enjoyable and this means that children are bored and make few choices or decisions about their play. Whilst there are sufficient numbers of staff within the setting, staff deployment and the supervision of children is poor.

For example, children move between the two rooms unnoticed by staff due to the double doors that separate the two different age group rooms not been locked. Also staff move between rooms to access resources and snack equipment sometimes leaving children unsupervised by staff for short periods, therefore compromising their safety. Some staff interaction is also limited and inappropriate because staff spend time tidying up as an alternative to supporting children's play. Consequently children's learning is not supported and progress is limited.

Whilst there is a suitable behaviour policy in place staff do not always adhere to this and therefore children's behaviour is not managed effectively or in an appropriate manner for their age and stage of development. For example, children are expected to sit for long periods of time on the carpet and are placed in 'time out' for becoming restless and disruptive. 'Time out' periods exceed the length of time stated by staff and are not used as an opportunity to speak to children about their behaviour or the behaviour expectations of the setting, as a result children are not encouraged to learn about responsible behaviour.

The effectiveness of leadership and management in driving and securing improvement is inadequate. The manager and his staff team have not yet begun to self-evaluate their practices and consequently there is little regard to identifying significant weaknesses within the setting. The manager has also failed to identify that a number of specific legal requirements are not being met. Although staff have completed various level two and level three childcare courses their understanding of the Early Years Foundation Stage is weak, impacting on children's learning, development and overall welfare. Through discussion, the manager acknowledges, that staff do not work effectively together as a team to promote outcomes for children. However, regular appraisals are not organised to identify staff training needs and therefore there is no programme of professional development to enhance staff skills and knowledge of their roles and responsibilities.

The setting attempts to provide an inclusive service and warmly welcomes all children and their families. However, children's privacy is not fully respected as staff change children's clothes, following water being spilt down them, in the main room where the other children are playing. Children can also be seen sitting on the toilet whilst others play, as they are not always encouraged to close the door when using the toilets. Furthermore, the setting only use two of the available toilets, this is less than that stated in the Early Years Foundation Stage guidance and results in children having to share them with a number of other children.

Staff encourage relaxed and informal relationships with parents, who routinely speak to staff when dropping off or collecting their children. Adequate information is obtained from parents in relation to children's care needs. However, insufficient information is obtained in relation to children's learning and development in order to inform future planning. Partnerships with other providers delivering the Early Years Foundation Stage are suitable although there are limited children attending other settings. The setting works with the early years development team and has support from the local authority.

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

Staff's knowledge and understanding of the Early Years Foundation Stage learning and development requirements is weak. Observations are carried out and linked to the six areas of learning and each child has an individual progress tracker along with some photographs. However, there is no system in place to identify individual children's interests, capabilities or priorities for learning. As a result, children's next steps in their learning are not incorporated into the planning. Activities are not tailored to meet individual needs to support children to achieve their full potential. Also staff do not give sufficient thought to the activities that they plan and as a result do not plan learning and development experiences which are enjoyable or challenging.

Children are not given sufficient opportunities to learn across all areas of learning, despite staff promoting a strong emphasis on their learning of the alphabet and numbers one to 10. Some staff take the time to encourage children with activities. For example, children enjoy playing a fishing game with rods and magnets, laughing and smiling, whilst clearly enjoying the staff interaction. However, children are not always supported in their play and consequently become bored and disinterested. Child-initiated play is limited, although some children do enjoy spontaneous activities, for example children pretend to be fish swimming in the sea whilst another child plays the part of the shark, trying to catch them. Children laugh and scream as they crawl around on the floor trying to escape from the shark, however the activity soon becomes unorganised and children begin bumping into each other and the furniture. Children's imaginations are developing as they create their own game of 'cats and mummies'. Children appear to enjoy this game, taking it in turns to be the mummy. Staff comment on children's enjoyment saying that they play this every day.

Children have opportunities to be physically active inside as they use ride-on toys and see saws. They also have opportunities for fresh air and sunlight, as they use a small outside area, which contributes to their well-being. They are offered fresh fruit at snack time and bring a packed lunch daily. Therefore, suitable measures are implemented to ensure individual health and dietary needs are met. However, there are missed opportunities to promote children's independence as staff hand out cups of water and plates and although children choose their snack staff serve this to them on their plates. Children do not demonstrate a sense of belonging within the setting or make meaningful choices about how they spend their time, often spending long periods of time with the same resources which are not age or stage appropriate. Children have not formed close bonds with selected staff, however, they are drawn to other staff members who take time to interact with them and support their play.

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	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	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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