

Saint John's Nursery School

Inspection report for early years provision

Unique reference number

EY438041

Inspection date

17/05/2012

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*.

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

Saint John's Nursery School registered in 2011. The nursery operates from St John's Community Centre next to St John's Church in Wembley, in the London Borough of Brent. There is access to a large hall and secure outdoor play area. The setting serves children from the local and surrounding community.

The nursery is open each weekday from 7am to 6pm for 50 weeks of the year. It is registered for a maximum of 65 children under eight years; of these, 65 may be in the early years age group. No more than 15 children may be under two years at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 14 children on roll. The nursery supports a number of children with learning difficulties and/or disabilities and also cares for children who speak English as an additional language.

The nursery employs three staff including the manager. Two staff hold appropriate early years qualifications and one staff member is unqualified. The nursery receives support from the local early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's safety is compromised, as arrangements for safeguarding children are not sufficiently robust. The nursery is in breach of several legal requirements relating to safeguarding children, suitable people, documentation and children's learning and development. Systems to ensure children receive an enjoyable and challenging learning experience to meet their individual needs are not in place. Staff do not use effective strategies to manage children's behaviour, which means that children do not learn what is acceptable. The range of resources and the way they are deployed does not promote all six areas of learning and routines do not fully take into account the children's differing individual needs. As self-evaluation is not in place, the setting has failed to identify a number of significant issues, which in turn affects its ability to maintain continuous improvement. Some records and documentation are in place as required. Partnerships with parents are weak, as vital required information is not always collected or shared in order to meet the individual needs of children.

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.

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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 all staff understand and implement and effective safeguarding policy and procedure.(Safeguarding and promoting children's welfare) 02/07/2012
- ensure that adults looking after children, or having unsupervised access to them, are suitable to do so (Suitable people) (also applies to both parts of the Childcare Register) 02/07/2012
- 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)(also applies to both parts of the Childcare Register) 02/07/2012
- request written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 02/07/2012
- ensure every child is included and not disadvantaged because of home language (Organisation)(also applies to both parts of the Childcare Register) 02/07/2012
- 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) 02/07/2012
- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident; this should identify all aspects of the environment that need to be checked on a regular basis paying particular attention to the outdoor play area (Documentation) 02/07/2012
- ensure there is a balance of adult-led and freely-chosen or child-initiated activities delivered through indoor and outdoor play (Organisation) 02/07/2012
- engage with, and provide information for, parents with particular regard to the daily routines of the provision, staffing and access to their child's developmental records (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 02/07/2012
- keep records of the information used to assess staff's suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique 02/07/2012

reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable people)

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. The systems for recruiting and assessing all staff's suitability to work with children are weak. The provider has failed to ensure that persons whose suitability has not been checked do not have unsupervised access to children. This is a breach of a legal requirement and puts children's welfare and safety at risk. In addition, records of the information used to assess other staff's suitability, including the unique reference numbers of Criminal Records Bureau (CRB) Disclosures and the date on which they were obtained, were not available for inspection. This is a further breach of a legal requirement. However, some staff's suitability was confirmed through the online vetting company. Some staff have a basic understanding of child protection issues and the signs and symptoms that would cause them to have concerns about the children in their care. They are confident in relaying any concerns they may have to the manager. However, lack of up-to-date training impacts on the staff's required ability to implement the policy and procedure effectively. Staff take steps to ensure that the premises are safe, as they complete visual risk assessments both indoors and outdoors to identify and minimise potential hazards to children. However, there is no record of the risk assessment for the outdoor area, which is a breach of a legal requirement. Staff take appropriate action to make sure the premises are secure, as they open the door to parents, children and visitors as they arrive.

The setting has not begun to consider evaluating the provision and as a result fails to identify a number of significant issues that need to be addressed. The manager has developed links with the local early years team to seek support to improve outcomes for children. However, this has yet to transpire in practice.

The setting is organised into different areas of learning, encouraging young children to become independent by self-selecting some of the resources. However, some areas of learning are not adequately resourced, which leads to children arguing over toys. In addition, there are no resources for other areas of learning, such as creative play. The range of play resources is not adequate to challenge and engage the children, in order to give them better opportunities to progress in all areas of learning. In addition, practice is not sufficiently inclusive at the setting. For example, systems are not in place to effectively support children who learn English as an additional language, as staff have little understanding of what children are saying in their home language as they play. As a result, children miss key opportunities to develop their speaking and listening skills. Furthermore, the organisation of staff during some routines does not fully take into account the younger children's needs or sufficiently challenge the older children. For example,

staff over-direct the circle time with little involvement from the children. As a result, children tend to lose interest; younger ones run off or roll about on the floor and older children become distracted by playing with the foam alphabet mat.

The manager establishes links with other settings who provide the Early Years Foundation Stage, and works in partnership with other professionals supporting children's individual needs. This helps to promote continuity of care and education for children. Partnerships with parents are weak. Staff have some daily verbal exchanges with parents about the children. However, parents are not sufficiently involved in supporting and making decisions about their children's learning. There is limited information about the setting's routines, planning and information for parents to know what their children are doing at the setting. Through discussion, parents generally express that their children enjoy coming to the nursery. However, they would like more information about their children's learning and development. Although parents provide some information about their children on an 'all about your child form', staff do not effectively access or refer to this, to plan for children's individual needs. In addition, staff do not request written permission for the seeking of any necessary emergency treatment or advice. This is a breach of a legal requirement.

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

Staff have a developing understanding of the Early Years Foundation Stage. Systems for observing and planning the children's next steps in their learning are very much in the infancy. Although the planning is beginning to focus on children and their interests, activities set out are more general and routine orientated. In the main, children are settled and happy in the setting. They develop warm relationships with staff who are kind and caring. However, staff do not always engage children meaningfully and purposefully in supporting and extending their play experiences.

Children have some access to mark making resources, such as writing materials, paper, pencils and crayons. However, they do not have opportunities to write for a variety of purposes, in order to fully promote their early writing skills. Although children have access to a selection of books in the book area, they are not adequately supported to look at books for pleasure. In addition, children miss key opportunities to develop their critical thinking skills, as staff do not actively engage them in discussions and do not use open-ended questioning, relevant to the activity. As a result, children are not sufficiently challenged in their learning and development. Children have limited access to a range of creative activities, such as sand, water play and easel painting. As a result, children miss opportunities to design and create their ideas using a variety of materials. Children are surrounded by visual prompts to recognise numbers and there is some counting as part of circle time. However, staff miss vital opportunities, during daily activities and routines, to extend children's vocabulary linked to basic mathematical concepts. For example, they do not discuss concepts such as 'more', 'less' or 'how many'. Overall, this has a major impact on children's development of skills for the future.

Children have daily access to outdoors and fresh air, which promotes their health and well-being. For example, children use bicycles and tricycles with increasing control. However, they do not have opportunities to use larger equipment such as climbing frames, slides and balancing beams, in order to develop their large muscles. Children are provided with snacks that are healthy, nutritious and support their individual dietary needs. Parents have a choice of providing packed lunches as well as the nursery offering freshly-cooked meals on site. Children have appropriate access to fresh drinking water. Generally, suitable hygiene routines are in place, to prevent cross infection.

Children's safety is not adequately promoted, as arrangements for safeguarding children are not sufficiently robust. In addition, children miss opportunities to learn how to keep safe in the event of a fire, as practise drills are not in place. Children comply with the daily routine, as directed by staff. However, there are times when children's behaviour is not effectively managed. For example, when children want to go on a favourite tricycle in the garden, staff do not offer supportive strategies for them to learn about sharing or taking turns. As a result, children show frustration and their dissatisfaction at times, by getting into disputes aimed either at the staff or their peers.

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	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	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:

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:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) (How the Childcare provision is organised) (Providing information to parents) 02/07/2012

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 early years section of the report (Arrangements for Safeguarding Children) (How the Childcare provision is organised) (Providing information to parents) 02/07/2012