

# Nanny Jenny's

Great Clacton Community Centre, 16-26 Valley Road, CLACTON-ON-SEA, Essex, CO15 4AR

## Inspection date

12/10/2012

Previous inspection date

20/01/2010

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- Practitioners and management demonstrate poor understanding of the prime and specific areas of learning resulting in weak practice that does not effectively meet the needs of the range of children who attend.
- Systems for observing and assessing children's progress across all seven areas of learning are weak, resulting in limited information regarding children's next steps in learning. Planning does not effectively take into account individual children's learning styles, interests and likes.
- The strengths and weaknesses of the provision are not identified as the management has ineffective systems in place for monitoring and reviewing the provision. This results in poor leadership.
- Procedures for safeguarding children do not contain information about the use of mobile phones and cameras within the provision. Not all adults are appropriately vetted and no proof is available to evidence clearance of the adults working with children.

### It has the following strengths

- Children are settled and comfortable in the pre-school and engage themselves in freely chosen play experiences.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the large hall.
- The inspector spoke to the manager and staff at appropriate times.
- The inspector looked at children's records, accident and medication logs, and a range of written policies and procedures.
- The inspector took into account the views of parents and carers spoke to on the day.

## Inspector

Lynn Hughes

## Full Report

### Information about the setting

Nanny Jenny's Pre-school was registered in 2009. It operates from a community centre in Clacton on Sea, Essex. The pre-school is privately owned and managed and serves the local area. The nursery is accessible to all children and there is an enclosed area for outdoor play.

The pre-school opens Monday to Friday from 9am to 12.15pm and from 12.15pm to

2.45pm Mondays, Wednesdays and Thursdays term-time only. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school employs seven members of childcare staff; five of whom hold appropriate early years qualifications at level two and three. The pre-school receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure the educational programme involves activities and experiences for children which cover the three prime and four specific areas of learning of the Early Years Foundation Stage
- use observation to assess children's level of achievement, interests and learning styles and to identify their next steps across all seven areas of learning. Tailor learning activities and resources to meet each child's needs and engage and support parents in guiding their child's development at home
- ensure that the safeguarding policy covers the use of mobile phones and cameras, in line with the revised Statutory Framework for the Early Years Foundation Stage. Provide evidence of all staff clearance and ensure that staff who are not vetted are never left unsupervised with children.

#### **To further improve the quality of the early years provision the provider should:**

- improve systems for self-evaluation to monitor, evaluate and assess strengths and weaknesses and to drive improvement.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Management and practitioners demonstrate limited knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Therefore the educational programmes for the prime and specific areas of learning are ineffective. Very limited planning is used to provide children with a range of activities and play opportunities to ensure that children reach their expected levels of

development. Practitioners often miss opportunities to skilfully question and extend children's thinking during activities or at daily routine events, such as snack time.

Systems for observing and assessing children's progress are weak. Practitioners conduct some basic observations, however, these do not effectively identify children's next steps in learning. They obtain some information about children's starting points, however, limited evidence is available to show how they use this information to tailor activities to meet children's individual learning needs. Parents receive a daily account of how their children have enjoyed the session, however, are not actively involved in their children's learning.

Children engage themselves in freely chosen play from the range of resources presented for them each day. They enjoy each other's company and approach practitioners for support. They have fun riding on scooters and play cars, and the use of communal bikes encourages them to cooperate and consider each other's feelings. Some opportunities are provided for children to express themselves creatively as they freely paint pictures using the painting easels and pots of different coloured paints. Some practitioners intervene in a timely manner to ask questions about the children's paintings and to make suggestions to further challenge the children's thinking, however, this is not consistent across all practice. Children enjoy using the computer; they proficiently use the mouse and negotiate the software available to them. They cooperate and take turns, chatting confidently to each other about who is going next and what they are doing with each game.

### **The contribution of the early years provision to the well-being of children**

A key person system is in place, which enables children to form bonds with a special person. They settle well as practitioners spend time getting to know which toys interest them. For example, a new child to the setting is encouraged to use the computer as he has shown a keen interest in this at previous visits. At present, there is no buddy system attached to the key person procedures, therefore, when key persons are absent, children do not have a secure base from which to explore.

Children have some opportunities to develop independence and self-care skills, for example, they access the toilets and hand washing facilities, with younger children receiving the support they need from practitioners. They attempt to put their own coats on when playing outside and make some choices over their play. Practitioners promote some effective systems for managing children's behaviour, which results in children beginning to understand what is expected of them.

Systems to encourage children to develop knowledge of how to keep healthy and safe are in place. They wash their hands before sitting down for snack and enjoy a range of healthy options for snack. For example, they help themselves to currant buns, apples and raisins and pour themselves a drink of water or milk. Fresh drinking water is available at all times to ensure that children remain well-hydrated. Children have some opportunities to develop physical skills and to be fit and active. They have some access to an enclosed outdoor area which has a covered, all weather section. However, this is not used on a daily basis to offer freely chosen outdoor play. Practitioners present bikes and scooters at one end of the large hall, to enable children to play with physical resources. Children

develop some understanding about keeping safe as practitioners remind them about good safety rules, such as lining up carefully, one in front of the other to go outside.

### **The effectiveness of the leadership and management of the early years provision**

The registered person, who is also the manager, demonstrates limited understanding of her role and responsibilities with regards to protecting children. Written policies for safeguarding children are in place, however, these have not been updated in line with the revised Statutory Framework for the Early years Foundation Stage. There is no reference to the use of mobile phones, cameras or the behaviour of adults. Not all adults are appropriately vetted and there is no evidence of the clearance of the staff team available. This impacts on the setting's ability to safeguard children.

Strategies for performance management of practitioners are not robust, therefore under-performance and on-going professional development are not always effectively identified or addressed. Opportunities for staff to improve their knowledge through appropriate training courses are limited, which results in inconsistencies with regards to teaching practices.

The lack of self-evaluation results in ineffective monitoring of the educational programmes, on-going development and identification of strengths and areas for improvement. There are currently limited opportunities for parents, children and practitioners to feed into the self-evaluation system. Therefore the pre-school's capacity for continuous improvement is poor.

Parents are provided with some information about the pre-school and are invited to view the written policies. A notice board in the entrance hall of the building displays information about the pre-school's registration and public liability insurance. Parents spoken to at the time of the inspection express their confidence in the calm and relaxed atmosphere the practitioners create and feel that their children are progressing. They talk about being able to discuss their children's learning on an informal basis and know who their children's key person is.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

### **What inspection judgements mean**

#### **Registered early years provision**

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY399413
<b>Local authority</b>	Essex
<b>Inspection number</b>	875139
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5

<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Jennifer Ann Buchanan
<b>Date of previous inspection</b>	20/01/2010
<b>Telephone number</b>	01255 431821

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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