

Orange Day Nursery

24 Willoughby Road, London, N8 0JE

Inspection date

04/01/2013

Previous inspection date

11/07/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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

- The provider does not ensure that children's well-being is safeguarded and that children form secure-emotional attachments, owing to weaknesses in monitoring the implementation of several specific legal requirements relating to safeguarding, child protection, the complaints procedure and implementation of the key person system.
- The provider does not ensure that all staff have sufficient knowledge and skills to execute their roles adequately, owing to weak systems for staff induction and on-going professional development. This means some staff do not support children satisfactorily.
- Not all children progress satisfactorily because staff do not provide environments or education programmes that motivate children's learning through a mix of adult and child-led experiences. These weaknesses mean children do not gain adequate skills for their future lives.

It has the following strengths

- Children enjoy deciding what to play with and play well alongside each other.
- Some staff play alongside the children and encourage their play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 staff interacting with children or supervising their play in each room and outside.
- The inspector held discussions with the nursery manager, deputy manager and a number of staff.
- The inspector talked with parents who were available on the day.
- The inspector reviewed relevant policies and procedures, the staff handbook and sampled a variety of records including some relating to children.

Inspector

Vicky Wills

Full Report

Information about the setting

Orange Day Nursery is run by N8 Properties Ltd. It registered in 2007. The nursery operates from a three storey Victorian building. Children are accommodated across four main rooms, according to age. All the children share access to an outdoor play area, with a fenced off area for babies. It is situated in a residential street in Hornsey, in the London Borough of Haringey. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 98 children on roll in the early years age range. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and the nursery also supports children learning English as an additional language. There are 20 staff, 19 of which are qualified and one who is training. The nursery employs a cook.

What the setting needs to do to improve further

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

- ensure that all staff know: 1) how to keep first aid boxes appropriately stocked and 2) how to respond in the event that a child has an accident, including keeping necessary records and informing parents, as required
- ensure there is an adequate system of induction when staff first start working at the nursery so they understand the nursery's policies and how to implement expected procedures, for example, those for safeguarding (including risk assessment) and child protection. Make sure that the manager monitors the implementation of policies and procedures and keeps parents informed of them
- ensure complaints are promptly investigated, action taken if required and feedback is given to the complainant, as required
- ensure staff supervision occurs to develop suitable practice and interaction with children across the nursery encouraging staff to reflect on their roles, while sharing concerns and ideas, so fostering a culture of mutual support for the children's benefit
- ensure that all staff have sufficient knowledge of each child for whom they take special responsibility through the 'key person' system, so that they: 1) work closely with parents to establish their children's starting points; 2) understand children's on-going stages of development and know what they need to learn next and 3) form secure emotional attachments with them
- implement suitable learning programmes that will help children progress satisfactorily towards the early learning goals through the provision of interesting, carefully resourced environments, indoors and out, that capture children's interests and motivate them to learn through exploratory play, so they gain the attitudes, skills and dispositions that will be useful to them in their future lives
- ensure there is a suitable mix of child-initiated and adult-led play, with children's learning supported and extended through pertinent questioning by staff that encourages their thinking and language development in particular

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

- give as much opportunity as possible for children to move freely between indoors and outdoors, to better support those children who prefer to learn outside
- develop partnerships with other early years settings to which children may move,

such as local schools, in order to prepare children suitably.

Inspection judgements

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

The nursery does not promote children's learning and development adequately because generally staff lack the knowledge, skills and understanding of how to do so. They do not establish accurate starting points for children in order to track and assess their learning and development, so cannot demonstrate what progress children may have made. Some observations are completed on children's development; however, these are not consistent across the nursery and are not used appropriately by staff to establish what children need to learn next or what the next steps in their development are. This lack of accurate assessment means staff do not plan suitable experiences for children in order to take their learning and development forward.

Indoors, children use an environment which has some basic resources that they can play with as they choose, which they enjoy doing. Children have access to the outside area every day, but such times are controlled by staff and children cannot decide when they wish to play outside or for how long. Outdoors, there is a limited range of resources, relating mainly to children's physical development, but offering little challenge. Here, staff interaction is inconsistent, with some adults supervising children rather than engaging purposefully with them. This means some children become bored and wait around to go back inside; others run around and enjoy being outdoors.

Overall, staff do not plan adequately to provide for individual children's interests and needs, so children do not develop in the areas where they need to. For example, children play in the garden with a see-saw and say they are 'going to the beach', but staff do not capitalise on this imaginative play to take learning forward. Any development made by children is more by chance than design.

Children who are learning English as an additional language have familiar words from home which staff can use to communicate with them. This practice is familiar to staff who work in the room where these children are; however, when staffing changes and they cover in different rooms this knowledge is not shared. This oversight is inconsistent for the children and does not help them feel secure.

There are no clear plans for what children are doing to prepare them for school. Moreover, the general lack of enthusiasm shown by many staff does not promote appropriate attitudes to learning, provoke children's curiosity or help them acquire necessary skills. For example, the lack of staff engagement means that children, including babies, do not develop their language and communication skills sufficiently. In the younger age groups there are plans used to share information about them with staff in the new room that children will move to. This system encourages some communication, and a greater staff awareness of children's interests.

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

Staffing arrangements do not support children's learning, development or care adequately. Younger children have difficulty settling into the nursery as familiar carers are not always available. Some children become upset when adults leave the room and when there are lots of changes in staffing throughout the day. Some children do not notice when carers change and play in isolation, or approach visitors to share experiences. This is because the 'key person' system is ineffective. This weakness affects all children's ability to form secure emotional attachments with particular staff to encourage an emotional bond. Staff do not always follow toilet training procedures, for example, leaving children unsure about what to do because they receive a varying instructions. Leadership and management do not promote the implementation of a secondary key carer system to provide some continuity when the main carer is unavailable. For older ones, such changes sometimes occur hourly due to poor staff deployment.

Older children appear confident to use the equipment available to them, doing so with ease. They do so with little adult support, playing in small groups or alone because adults generally busy themselves with tidying resources or putting up displays. The children only approach adults if they need the toilet or have hurt themselves; on occasions, they do not approach an adult after a tumble. Children's accidents are not always noticed or recorded when they are, as required. Sometimes staff see minor accidents but do not check that children are alright. There is a culture of 'If there is no mark then, we don't do an accident form'. This attitude puts children's health at risk because it does not allow the causes of accidents to be monitored in order to eradicate them. Children are not always adequately supervised, especially around sleeping times for the youngest ones. Available monitor systems are not always used. Some children wake up and are alone for short periods of time in a room. This system does not ensure the safety of the children or support their feelings of security.

There are some children who have one familiar carer who plays with them and sings to them, which they enjoy. They seek this adult to play with until they leave to cover in another room. Overall, children are left to sort out their own experiences and how they spend their time because there is not an adequate learning environment. This system means some play happily and behave appropriately.

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

The leadership and management are inadequate because the provider does not make sure that the manager implements the welfare, learning and development requirements of the Early Years Foundation Stage adequately. The provider meets with the manager twice weekly but the manager does not have an adequate picture of what is happening in the nursery, so practice does not improve. Staff do not have clear guidelines, which the leadership and management team monitor, hence policies and procedures are not always followed. The provider does not have a full understanding of the welfare requirements in

relation to safeguarding and does not ensure all staff are appropriately trained in their safeguarding and child protection knowledge and understanding. Staff are unsure who the current child protection officer is within the nursery. This weakness puts children at risk because staff cannot respond appropriately when necessary. This is a breach of specific legal requirement. There are several further breaches of requirements in relation to the system to respond to complaints, accidents sustained by children, induction systems for staff and the systems for staff members' professional development.

The leadership and management of the nursery does not promote a culture of reflective practice to help staff feel supported in their role; staff are left to make decisions on their own, which does not always have a satisfactory impact upon the children's development. There are systems in place to monitor the staff's knowledge of their key children but these systems do not work because children's records are often not kept and individual learning is not appropriately planned. There is little understanding of the learning and development requirements throughout the nursery; staff have limited knowledge of what they are planning for the children and why they are doing activities. For example, a sticking activity was put out but staff had no reasoning as to why they were doing the activity. This does not promote a learning environment where children will develop. Overall, children appear to enjoy their time in the nursery, playing alongside other children and talking about their experiences. Generally, this child-initiated play is not supported by adults working with children, however, to challenge and extend play through questioning.

Self-evaluation of the nursery's provision is developing. Evaluation identifies areas for improvement but there is no evidence to suggest progress has been made. The partnership with parents is weak. There are a number of parental concerns, including written and email complaints, which have not been investigated fully, as required, and this weakness does not ensure parents feel listened to. There is some partnership working with outside agencies, mainly for children who have an identified educational need. There are no links to local schools to help children move smoothly onto the next stage in their early education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified for the Early Years Register (Welfare of the children being cared for) (Compulsory part of the Childcare Register) (also applies to the voluntary part of the Childcare Register)
- take action as specified for the Early Years Register (Suitability and safety of

premises and equipment) (Compulsory part of the Childcare Register) (also applies to the voluntary part of the Childcare Register)

- take action as specified for the Early Years Register (Procedures for dealing with complaint) (Compulsory part of the Childcare Register) (also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register (Welfare of the children being cared for) (Compulsory part of the Childcare Register)

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 action. 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

Unique reference number	EY358948
Local authority	Haringey
Inspection number	895839
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	73
Number of children on roll	98
Name of provider	N8 Properties Limited
Date of previous inspection	11/07/2012
Telephone number	020 8340 3104

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

