

# The Heritage Family Centre

161 Pitfield Way, London, NW10 0UW

<b>Inspection date</b>	20/03/2013
Previous inspection date	04/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 self-evaluation of practice does not identify key weaknesses. It is therefore not fully effective in promoting better outcomes for children.
- Resources in some areas of the setting are limited and some are of poor quality, and the delivery of the educational programme is not consistent. As a result, children become bored and lose interest in their learning.
- Staff do not have an understanding of the safeguarding policy or their role in implementing this to promote children's welfare.
- Poor staffing arrangements and deployment means that children are not always fully supervised, including at mealtimes.

### It has the following strengths

- In general, staff are kind and caring towards the children and do, on occasions, praise and encourage children to promote their well-being.
- Overall, staff plan activities that are fun and in general support some aspects of children's learning.

## 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.

## Inspection activities

- The inspector conducted observations of children at play in the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to the manager about the running of the setting.
- The inspector took into account the views of parents of children who attend the setting.
- The Inspector discussed roles and responsibilities with staff.

## Inspector

Julie Biddle

## Full Report

### Information about the setting

The Heritage Family Centre is privately owned. It opened in 1993 and is situated in a purpose built building in the London Borough of Brent. There is one large room for children aged two to five years; and there are two separate baby rooms. All children share access to an outdoor play area. The premises are fully accessible. The nursery is open each weekday from 8.00am to 6.00pm for 50 weeks of the year. There are currently 53 children in the early years age range roll. The setting receives funding for 2-, 3- and 4-year-old children. The setting currently supports children who are learning English as an additional language. The nursery employs 12 members of staff including a deputy and manager. All of the staff hold appropriate early years qualifications.

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

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

- ensure staff are deployed appropriately so children are supported and supervised at all times and their safety is assured, including their dietary needs at mealtimes
- improve systems to monitor and supervise staff to ensure consistency in delivering the educational programmes so every child makes good progress
- improve the delivery of the educational programme by providing a broader range of stimulating resources, relevant to all the children's interests, cultures and communities
- develop systems that ensure all staff receive training so they understand the safeguarding policy and their knowledge is up to date
- improve systems to self-evaluate the provision to clearly identify strengths and address weaker areas of practice through developing a culture of mutual support, teamwork and continuous improvement to enhance outcomes for children.

### Inspection judgements

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

Staff do not adequately promote and support children's learning and development. The staff have some understanding of the learning and development requirements of the Early

Years Foundation Stage framework. For example, there are systems in place to observe, assess and monitor children's development. However, the planning and assessment systems are not consistent across the setting. This means some children are not always fully challenged and staff do not offer appropriate support to ensure each child is included and interested. The planning for babies is more effective. Staff know the individual needs and learning requirements of each baby. This means they are busy and fully challenged. For example, they thoroughly enjoy an activity with play dough, they use tools correctly as they roll, pull and stretch the play materials. Staff work with parents to obtain information about children's starting points and capabilities.

The staff deployment is not fully effective means there are times when children are not fully supervised. For example, at lunchtime, staff do not sit with the children and are not aware when children struggle with their food or, indeed, do not eat it at all. Furthermore, due to the lack of supervision, dietary requirements are not monitored as children share each other's food, which comprises children's safety and well-being. Babies have suitable support when they eat. They have appropriate furniture will means they are able to sit at the table and make good attempts to feed themselves.

Children are able to choose from limited range toys and resources. However, these resources are not reflective of the community or the diverse background of the children. A lack of thoughtful planning means not all children are involved with the activities. For example, story time is suitable for older children who contribute by talking the staff about their experiences of having a cold and visiting the doctor. However, the younger children become bored and restless, as the story is not suited to their development and stage of learning. This has a negative impact on the children's ability to make significant gains in their learning. The staff offer limited opportunities to prepare children for school or the next stage of their learning.

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

The staff in the setting have developed secure attachments to some of the children. In general, the children confidently move around the setting and make choices from the resources and toys available to them. When staff talk to the children they generally praise them for their efforts and achievements. For example, staff provide positive feedback when children join in with singing and dancing activities. This helps to promote children's self-confidence and self-esteem. Children behave well and need very little intervention. However, the environment and resources are not adequately welcoming and some are of poor quality to engage children's interests. For example, a display of family pictures is out of date meaning the babies do not have sense of their own identity. Labelling in the setting is not consistent and children are not able to identify with their creative work or use labels to help them recognise the toys they want to play with. However, children enjoy opportunities to create with a range of materials. For example, they paint boxes and choose the shapes of the windows and doors to stick on the model.

Staff adequately support the children to develop a healthy lifestyle. For example, the children really enjoy access to the outdoor area. Children are excited as they plant

sunflower seeds they fill pots and talk about how much soil they need to fill the pot. They remind friends to make a hole for the seed. They carefully explain how tall the sunflower is going to grow 'until it reaches the sky'.

The children play on swings, kick and throw balls and climb stairs so that they can develop their physical skills and health. The children are pleased when staff join in with their games.

In general, the staff remind the children of the importance of washing their hands, before lunch time. Children have limited opportunities to develop an understanding of their own safety. Staff do remind children about not running in the setting. However, there are times when ineffective staff deployment means children are in the bathroom for long periods and not supervised, which compromises their safety.

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

Staffing arrangements and recruitment procedures provide evidence of staff's suitability and qualification. However, staff's understanding of their role and responsibilities regarding safeguarding is not secure and inconsistent across the setting. This means the practice and culture of protecting children is not robust. A designated person to take the lead in safeguarding is named in the safeguarding policy however, this name is not reflected in the information given to parents or named by staff. The manager is new to her post and is working hard to make positive changes in the setting. For example, she is working to establish a consistent process of observations and assessment. In addition, she is developing the outdoor area and encouraging children to enjoy this area.

The inspection was brought forward following concerns about the qualifications of the staff, the lack of a manager, the cleanliness of the setting and lack of resources. Ofsted investigated and the provider took action to meet with the requirements of registration by identifying that they must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence. The provider made arrangements to meet this requirement. Ofsted found that staff acting in management roles hold appropriate qualifications and that required checks are in place for all the staff working at the setting. The provider gave Ofsted full details of how they continue to maintain the cleanliness of the premises and how children have access to a range of suitable toys and resources. Ofsted were satisfied with the action taken by the provider and took no further action. However, this inspection found that resources and equipment in the setting do not provide children with sufficient learning experiences or challenges. As a result, children's development is not as good as it should be and there are times during the day they are bored and not sufficiently challenged.

Regular appraisals allow staff to request training to develop their knowledge and practice in childcare. Staff who attend training share their new skills with the whole staff group. Assessment arrangements for children aged between two and three years are developing and staff know their role in this system.

Systems for self-evaluation are in place. However, this system is weak, not accurate and has little impact on the setting. It does not reflect the setting or the knowledge of the staff. The evaluation system does not include contributions from staff, parents or children. Staff talk to parents when they collect their children telling them about their child's day, however this practice is not consistent across the setting. The provider has established some partnerships with others providers in the area. For example, she links with the children's centre and has started to make links with local nurseries and schools.

## 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

<b>Unique reference number</b>	137805
<b>Local authority</b>	Brent
<b>Inspection number</b>	908811
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	53
<b>Name of provider</b>	The Heritage Family Centre Limited
<b>Date of previous inspection</b>	04/03/2009
<b>Telephone number</b>	020 8830 1993

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

