

Union Grove Community Nursery

Christchurch Community Hall, 41 Union Grove, Stockwell, London, SW8 2QJ

Inspection date

26/04/2013

Previous inspection date

27/07/2011

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

- Staff lack sufficient knowledge of the learning, development and assessment requirements, including the required progress check for children aged two years.
- Partnerships with parents and liaison with external agencies are weak. Therefore, staff do not support all children to make adequate progress from their starting points.
- The provider has failed to meet all of the safeguarding and welfare requirements. Not enough is done to ensure that the premises are fit for purpose or meet health and safety legislation.
- Not enough is done to ensure the safety of the children, staff and others on the premises in case of fire.
- The provider has failed to keep a record of the children's daily hours of attendance, despite this breach of requirements being raised at two previous inspections.
- The lack of self-evaluation means that management does not have an accurate appraisal of the setting and what needs to be done in order to secure future improvements.

It has the following strengths

- There is a sufficient range of equipment, toys and resources to support children's learning and development.

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 observed children's play and staff interaction, indoors and outside, and accompanied staff and a group of children to the local park.
- The inspector carried out a joint observation with deputy manager.
- The inspector talked to staff about their roles and responsibilities and held discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, learning journals, staff suitability records, policies and procedures.
- The inspector talked to some parents.

Inspector

Pamela Bailey

Full Report

Information about the setting

Union Grove Community Nursery registered in 2000 on the Early Years Register. It is one of two nurseries run and managed by a committee of parents, whose children attend the nursery. It operates from a two-storey building located in a residential area of Stockwell, within the London Borough of Lambeth. Children are accommodated in two playrooms and have access to an enclosed outdoor play area and the nearby church gardens. The nursery is open each weekday from 7.45am to 6pm, all year round, with the exception of bank holidays. There are currently 15 children aged from 12 months to under five years on roll, some in part-time places. The nursery receives funding to provide free early education for children aged three and four years and cares for a number of children who are learning English as an additional language. A total of 10 staff work with the children. Of these, six staff hold relevant National Vocational Qualifications at level 3 and one member of staff has attained Qualified Teacher Status. The manager and deputy have both achieved a Bachelor of Arts Honours Degree in Early Years and Education.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

- ensure that a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person accurately reflects the hours of attendance.
- ensure that the premises are fit for purpose and comply with health and safety legislation including hygiene requirements; for instance maintaining the kitchen to a satisfactory level of cleanliness and ensuring children's safety in all areas and resources that are accessible to children.

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

- plan activities to support children's future learning, and address any additional learning and development needs in partnership with parents and/or carers and any relevant professionals in order to provide continuity of approach
- improve staff's knowledge and understanding of the assessment arrangements, including the progress check at age two, so that they understand children's level of achievements, interests and learning styles and can move them on in their next steps of learning
- put appropriate arrangements in place for the supervision of staff to help them understand their roles and responsibilities concerning children's learning and development and safety
- improve the use of reflective practice and self-evaluation, to identify the nursery's strengths and priorities for development, including input from staff and parents
- ensure that there is a first aid box easily accessible at all times so that prompt first aid treatment can be given
- take reasonable steps to ensure the safety of children and others on the premises in case of fire or any other emergency, by ensuring that the fire exits are clearly identifiable

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

- help children to manage their own safety, for example, by regularly practising the fire evacuation procedure

- support young children's growing independence to do things for themselves; for example, by establishing routines that enable young children to look after themselves, such as hand washing, and encouraging them to try something new such as drinking from a cup.

Inspection judgements

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

Some children's learning and development is limited because staff do not pay sufficient attention to identifying their starting points. Staff do not assess children's progress sufficiently well and their knowledge of children's progress is not up to date and does not accurately reflect the children's level of achievements. Staff have started to implement the required progress check for children aged between two and three years. However, they have an insecure understanding of how to complete this. The current checks do not give a clear picture of children's progress in the prime areas, assessment is very bland and does not specifically relate to what the child knows and can do. This does not provide a clear picture of children's progress in the most important areas of learning. This means staff are unable to identify and assist children who may need additional support. Individual educational plans are not effective because there is insufficient monitoring of their impact. Staff are not able to demonstrate how planning supports individual learning or how children are consistently improving over a sustained period. Consequently, children are not making adequate progress as staff are unable to identify and address children's next steps in their individual learning and share this with parents to support children's learning at home.

Children are supported to develop their vocabularies and language structure during most activities. Children display a healthy interest in books and older children enjoy sharing these with their friends. Younger children listen intently to stories read by staff. They show children how to pronounce words by repeating phrases and responding to what they say in the correct way. In addition, children's language is fostered through singing familiar actions rhymes and conversations at mealtimes. During adult-led activities such as cooking, staff use words to label ingredients and objects so that younger children can begin to link the words to its meaning. However, staff do not use discussion to help older children to anticipate or initiate what is happening and to talk about their observations. For example, changes that occur when mixing the different ingredients together. Children enjoy tasting the ingredients. The younger children are absorbed with trying to pick up each raisin from the table between their fingers and thumb or using the spoon to scoop it out of the bowl. This stimulates babies to grasp things and handle different tools.

Older children show an interest in representing their understanding of numbers and shapes in different ways. Children confidently count the number of potatoes and tomatoes on their plate at lunchtime and inform staff that they have made 'a big triangle'. However, staff miss opportunities to encourage children to compare quantities or talk about the

shapes they see, in order to extend their mathematical skills. Children learn about the world we live in by exploring the outdoor environment, which excites and encourages very young children's interest and curiosity. They respond enthusiastically to what they see, hear and touch. For example, the children make sounds associated with birds, aeroplanes and cars. Children use resources in their play that reflect positive images of different culture, ethnicity, gender and disability. In addition to this, staff promote children's awareness of diversity through celebrating festivals and displaying artefacts, materials and pictures in the learning environment. This broadens children's understanding of the society in which they live.

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

Children's safety is compromised. Risk assessments are not effective in identifying potential hazards and staff do not adequately check the premises and take appropriate action to minimise risks to ensure that all aspects of the premises are safe for the children. In addition to this, fire drills are not frequent enough to help all children become familiar with the procedures so they learn how to leave the premises quickly and safely in an emergency.

Children and their parents are greeted warmly on arrival and staff hand children over to their parents at the end of the session. This helps very young children and those in need of additional support form appropriate bonds and secure emotional attachments. Children in the baby room are preparing for their move into the older age group by visiting with their key person and joining in activities with older children. However, staff do not use routines to support young children's growing independence so that they are adequately equipped to do things for themselves when they move to the older age group. For example, staff do not enable young children to look after themselves through hand washing or encourage them to try something new, such as drinking from a cup. Older children take care of their own personal needs. They use the toilet independently, help themselves to a drink of water if they need one and serve their own meals at lunchtime. Regular outings to the nearby children's centre help children to develop confidence in situations away from the nursery. Children get to meet and become familiar with the teachers in the nursery class and reception class at the local primary school. This supports children to explore new experiences and prepare them for the next big step in their life.

Children generally behave well. Staff use appropriate behaviour management techniques to help children learn about boundaries and play cooperatively. They are encouraged to think about how they should behave and what they should expect from others. For most part, children are happy, engage in activities and enjoy their learning. Children share news about their families and things that are important to them. This helps them to feel valued and develop a sense of belonging. Children benefit from a healthy diet. They enjoy nutritionally balanced meals and snacks. Staff support children to develop an understanding of the importance of physical exercise. Outings to the local park and adjacent church outdoor play area, where there is large play equipment, give children plenty of opportunity to develop their physical skills. Children receive the support they need to learn new skills, such as balancing on stilts. Planned events, such as sports day,

contribute to keeping children healthy.

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

The inspection has found that the provider does not have a secure understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Consequently, the provider does not ensure that staff meet the learning and development requirements. Staff do not support children's learning and development adequately and fail to narrow the gap in achievements between individuals and groups of children. The inspection also found the provider does not have a secure understanding of the safeguarding and welfare requirements. This results in several breaches of legal requirements that compromise children's welfare and well-being. The provider has not addressed actions raised at the previous inspection or the notice to improve following an Ofsted investigation, with particular regard to ensuring a record is kept of the children's daily hours of attendance. This demonstrates the provider is continually failing to meet this legal requirement. As a result, Ofsted will take further action.

Staff demonstrate a satisfactory knowledge and understanding of child protection issues. Some of the required records are adequately maintained, including a record of complaints and their outcome. However, the risk assessments are not robust enough to help staff monitor and manage potential risks. Staff take some appropriate steps to ensure children's safety in the immediate play area. However, the provider pays little attention to the maintenance of the overall premises in order to meet health and safety legislation and comply with hygiene requirements. For example, the kitchen where children's food is prepared is not maintained to a satisfactory level of cleanliness and the bin is overflowing with rubbish. This lack of cleanliness compromises children's good health. There are a number of safety issues regarding nursery equipment, some which children use directly, such as a broken toilet seat and a missing drawer panel. These weaknesses put children's safety at risk. Therefore, the provider is not providing suitable premises to meet children's needs. This is a breach of the legal requirements. The provider does not ensure that all fire exits are clearly identifiable. Some areas are not sign posted to give clear directions of how to leave the premises quickly and safely. Therefore, the provider has not taken all necessary steps to ensure the safety of any visitors on the premises. This is a breach of the legal requirements. Sufficient staff hold a current paediatric first aid certificate. There is first aid box with appropriate contents for use with children, which is located in the office on the first floor. This provides staff with sufficient resources should the children accommodated on this floor have a minor accident. However, there is no first aid box kept on the ground floor where children are also accommodated. This means if an accident occurs, a member of staff has to leave the children in order to go upstairs to fetch the first aid box, which potentially compromises children's health and safety.

Adequate recruitment and vetting procedures are in place. This helps to ensure that staff are suitable to work with children. However, the induction procedures and staff supervision are ineffective in providing ongoing support and coaching to improve staff personal effectiveness, resulting in poor identification of training needs. Staff are not

secure in their knowledge and understanding of the learning and development requirements. They have an insufficient understanding of how to observe children to understand their level of achievements and of how to adequately implement the requirements relating to the progress check for children at age two years. As a result, staff are unaware of children's strengths in the most important areas of learning and any areas where children's progress might be less than expected. Although the nursery have developed partnerships with external agencies, planned interventions are ineffective and do not promote a continuity of approach in supporting the learning and development needs of particular children. This is because staff have an insecure knowledge of how to use guidance documents, such as Development Matters in the Early Years Foundation Stage, to help them recognise, understand and remove barriers to children's achievements. The special educational needs coordinator has not received appropriate training and is therefore unable to provide leadership or drive improvement, as required.

Staff give daily feedback to parents about their children's day. This communication helps to provide some consistent care between home and nursery. Parents receive basic information about their children's learning. However, assessment systems do not make it clear what their children know and can do. Therefore, parents do not have an accurate picture of children's progress or how they can support children's learning at home. Some parents are involved in supporting and making decisions about their children's learning. For example, staff work with parents to learn key words in their home language. This means that staff can support children learning English as an additional language to use their home language in their play.

The provider has not reviewed the system for self-evaluation of the nursery provision for children's welfare, learning and development since the last inspection. Therefore, the provider fails to identify a number of significant weaknesses. In addition, little action has been taken to secure improvements. Staff and parents are not meaningfully involved in the evaluation process. Therefore, the provider does not have an accurate appraisal of the nursery's effectiveness, demonstrating a weak capacity to drive improvements.

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	144726
Local authority	Lambeth
Inspection number	909620
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	15
Name of provider	Union Grove Community Day Nursery Committee
Date of previous inspection	27/07/2011
Telephone number	0207-622-3194

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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, 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.

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