

# City Mission Nursery

2 Scrubs Lane, College Park, London, NW10 6RB

## Inspection date

Previous inspection date

03/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

4

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

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

- Ratio requirements are not always met and staff are not always deployed effectively, particularly at the start of sessions, to ensure adequate supervision of the children in order to safeguard their well-being and meet their needs.
- Risk assessments do not cover all potential risks to children, as the youngest ones use resources that are unsuitable for them, placing their safety at risk.

### It has the following strengths

- Staff plan a range of activities that support children's learning across all required areas.
- The learning environment is bright, spacious and allows children to lead their own 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 children's play and staff interactions during play indoors and outside, and at mealtimes.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector held a meeting with the manager of the nursery.
- The inspector spoke with staff and children took account of their views.

## Inspector

Katie Dempster

## Full Report

### Information about the setting

City Mission Nursery registered in 2012. The nursery is run by the Pentecostal City Mission Church (Willesden) Committee. It operates from a church building in Harlesden within the London Borough of Hammersmith and Fulham. The nursery is made up of four playrooms on the ground floor with access to an enclosed outdoor space. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 41 children in the early years age group on roll. The nursery is funded to provide early education to children aged three and four years.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery supports children who learn English as an additional language. The nursery employs 11 staff including the manager to work with the children. All staff hold appropriate early years qualifications. The manager holds Early Years Professional Status.

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

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

- ensure that risk assessments cover anything with which children come into contact, with particular regard to equipment used by younger children when all the children are gathered together in one room
- put in place effective arrangements for the supervision of staff to ensure all staff understand their roles and responsibilities
- ensure that staffing arrangements meet ratio requirements and provide sufficient supervision of all children to meet their needs and ensure their safety at all times, paying particular regard to the start of sessions.

### Inspection judgements

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

Staff plan a range of activities across all seven areas of learning. Staff use their knowledge of the children to plan appropriate activities overall to support each child's development towards the early learning goals. For around an hour at the start of the day, however, activities on offer are not always well suited to the needs of the younger children. They start to use resources that are unsuitable which staff have to take away from them very

quickly. Staff attempt to give explanations that children can understand, but this sudden intervention discourages play. Additionally, there are insufficient staff to support the play of all the children, particularly those aged two years and under. Ongoing assessment includes the required progress check for children aged between two and three years. Staff have a secure knowledge and understanding of how to promote children's development. They use appropriate techniques to extend and challenge children's learning; for example, they use questions and positive role modelling.

The nursery's environment is bright, spacious and planned well to offer children freedom of choice. For example, use of low-level storage enables children to independently access resources, so they can lead their play. Staff use the visual environment well to make the nursery personal to the children and to provide interesting things for them to look at and talk about. Staff put up lots of photographs and examples of children's work to make interesting displays. Staff make use of labels around the environment to support children's understanding of printed word. Children enjoy physical play. They develop their moving and handling skills and enjoy using a wide range of equipment in the garden area. They stretch, climb and use different parts of their bodies to move. The staff enable children to use the outdoor space as an extension of the indoor learning environment. Children use a range of toys, resources and equipment that support their development across all areas. Staff provide a range of interesting and familiar items to support and extend children's ideas within their make-believe play. For example, they use a variety of real food containers and imagery to set the scene for children.

The baby room is equipped with a range of resources to support the youngest ones' learning across all areas. Babies show increasing confidence as they navigate around the nursery and choose things to explore. They have fun playing in the flour tray. They use their hands to make marks in the flour in a variety of ways, supporting their small muscle movements and exploratory skills. Staff add flavouring to the flour which stimulates babies' sense of smell.

There are appropriate systems in place to support children learning English as an additional language. Staff make use of key words from parents. Staff who speak the same language as the children are encouraged to speak to them in their home language, to extend language skills.

Staff encourage parents to be involved in their children's learning in various ways. For example, daily information sharing and one-to-one meetings with key persons encourage parents to share what they know about their children's on-going development, so staff can use this in planning. Parents are provided with information regarding how learning can be continued at home also.

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

Staff gather information on children when they first begin at the nursery. Information is used to help the key persons get to know the children and begin to develop secure

relationships. Staff talk to children in a kind manner. Generally they praise children for their efforts and achievements, which boosts children's confidence. Some staff engage in playful interactions with children. For example, staff join in with pretend play in the garden, which children thoroughly enjoy. Children behave well as a result of behaviour management policy applied by all staff.

The staff support children to develop healthy lifestyles, in relation to their ages and understanding. They encourage children to use their physical skills when out in the garden. Older children take great delight in practising their balancing skills on the climbing frame. Children enjoy the healthy and home-made meals provided by the nursery, which take account of their dietary requirements and allergies. Babies are able to eat and sleep in comfort, as the nursery provides appropriate equipment and furniture.

Children's welfare is not always fully promoted. This is a result of lack of staff supervision on occasions where the number of staff members are limited. At such times, children have access to resources that are inappropriate for their age and as a result, unsafe for their use.

Children are supported in their transition to school. Through the links established with the local schools, the manager collates information regarding the appropriate skills children should have acquired by the time they reach school. Staff use this information to plan activities and parts of the routine children can be involved in to support their independence. For example, setting up for lunch and developing appropriate social skills.

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

The provider does not meet all of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. This is because ratio requirements are not always met. For example, at the start of the session two member of staff look after 17 children, two of whom are under the age of two years. Staff are ineffectively deployed to ensure children are adequately supervised and their needs are met. Furthermore, the provider does not ensure that risk assessments are effective in minimising risks to children's safety by covering all potential risks to children. For example, assessments are not carried out on resources available to younger children when the whole group spends time together in one room. This means some children have access to resources that are unsuitable for them and that pose a risk to their health and well-being. Toddlers use writing materials that are inappropriate for them and place pen tops in their mouths, so they are at risk of choking. These are breaches of safeguarding and welfare requirements and have a negative impact of the safety and well-being of the children.

Recruitment and vetting procedures help to ensure children are cared for by staff who are cleared as suitable to work with children. All staff have received appropriate training and, through discussion, demonstrate a suitable understanding of what do if they have concerns about a child in their care. The premises are secure and procedures are in place

to verify and monitor visitors to the setting.

The manager monitors the educational programmes and practice of staff through her regular observations and time spent within the rooms. She conducts supervisions and staff appraisal meetings. These meetings provide staff with opportunities to discuss practice, training needs and make the manager aware of any concerns. However, closer monitoring is required to ensure all staff, including those in management positions, are aware of their roles and responsibilities and are able to act in the best interests of the children at all times, to maintain their safety.

The manager uses feedback from staff supervisions as well as their general views to complete the Ofsted self-evaluation form. Staff are encouraged to reflect on their practice and to always think about ways to improve. The manager demonstrates a keenness to drive improvement and has plans for future improvements.

The nursery staff have sound relationships with parents and carers. Staff talk to parents at the beginning and end of each day to exchange information about the children's welfare, such as sleeping and eating routines. In addition, staff provide the same information through the daily communication books that go home, so other adults who do not come into the nursery may read this. There is a notice board available for parents too, which holds some information about their registration, policies and procedures and their planning.

### 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:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary 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

<b>Unique reference number</b>	EY455816
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	894250
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	41
<b>Name of provider</b>	The Pentecostal City Mission Church (Willesden) Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 960 0838

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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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