

Little Market Day Nursery & After School Club

St. Edwards Parish Office, Church House, Market Place, ROMFORD, RM1 3AB

Inspection date	18/09/2013
Previous inspection date	27/04/2012

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

- Management and staff do not have sufficient understanding of their roles and responsibilities to meet all the safeguarding and welfare requirements adequately.
- Staff do not work effectively with new parents to promote the two-way flow of information to support continuity of children's care routines.
- Children's progress is not adequately supported to meet their individual needs. Management do not have sufficient knowledge of the learning and development requirements to provide children with challenging activities across the areas of learning.
- Systems for staff supervision and support are not effective enough to help maintain continuous improvement.
- Some staff do not use observations, assessment and planning effectively to ensure that all children make consistent progress in relation to their starting points.
- Some staff are unable to manage children's behaviour through consistent, clear boundaries. Consequently, children do not learn to behave in appropriate ways.
- Not all areas of the premises are suitably clean with appropriate resources to promote children's good health.
- Systems for self-evaluation do not identify and address key weaknesses in practice.
- Younger children's independence is not fully promoted, particularly at mealtimes to encourage them to feed themselves.

It has the following strengths

- Staff in the pre-school room show passion and promote positive outcomes for children. This helps children to be ready to move to school and the next stage of their 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.

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 conducted a joint observation with the manager.
- The inspector spoke to the managers, staff, parents and children.
- The inspector observed the staff and children interacting in all three main rooms and the after school room.
- The inspector sampled children's learning journals and planning.
- The inspector sampled a range of safeguarding documentation, policies and procedures and risk assessments.

Inspector

Sue Mann

Full Report

Information about the setting

Little Market Nursery & After School Club registered in 2011 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from St. Edwards Parish Office in Romford, in the London Borough of Havering. The nursery is open each weekday from 7am until 7pm all year round.

There are currently 68 children attending who are within the early years age range. The nursery employs 17 members of staff; eight of whom hold early years qualifications to level 3. A further six members of staff are qualified to level 2. The nursery is in receipt of funding for free early education for two-, three- and four-year old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that children's behaviour is managed consistently and with due care, using strategies that children understand and which they are able to follow to support them to manage their own behaviour
- ensure that premises and equipment are kept clean and are suitable for purpose, with particular regard to the baby room furniture and resources
- ensure there are effective systems for two-way communication with parents
- ensure supervision of staff fosters a culture of mutual support, teamwork and continuous improvement through effective coaching to improve personal effectiveness.
- ensure that management have a clear understanding of their roles and responsibilities in meeting all the safeguarding and welfare requirements for the Statutory Framework for the Early Years Foundation Stage
- ensure that staff respond to each child's emerging needs and interests, through warm, positive interaction and purposeful, planned play, so they progress adequately
- systems for observations, assessment and planning are not used effectively to ensure that all children make consistent progress in relation to their starting points
- improve knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage to provide challenging and enjoyable activities and experiences for all children across all areas of learning and development
- ensure that children's learning, development and well-being are supported by improving systems of self-evaluation to accurately identify and address key areas for development.

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

- develop mealtime routines for the youngest children to help them to learn to feed themselves independently.

Inspection judgements

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

Overall, staff show a suitable understanding of the Early Years Foundation Stage. They use observations to assess children's current stages of learning and development and to find out children's interests. This helps to plan appropriate activities to support children's next steps. The staff in the pre-school use their planning to provide children with activities that are well resourced, exciting and appeal to them. Consequently, older children enjoy their learning through planned purposeful play. In addition, children freely make use of the resources around the room to enhance their free play. However, educational programmes do not support all the younger children to make consistent progress in relation to their starting points. Staff working with toddlers do not use their planning sufficiently well to ensure children learn through exciting and relevant activities. This means that children soon become bored and disinterested, and as a result, they do not make consistent progress in their learning.

Staff gather relevant information from parents at the start of each new care arrangement, which helps them to identify children's starting points. This helps staff to see what children can already do and any interests they have. Resources in the pre-school room are easily accessible and provide children with a wide range of activities, which supports their play and exploration. Children are able to make choices as to what resources they would like out through the self-choice board. This enables children to take ownership of their learning and supports their progress. The babies have a suitable range of resources to play with. They learn to operate simple electronic toys, which rewards them with lights and sounds. A selection of bricks, rattles and books encourages children to access resources independently and learn through self-initiated play. However, resources such as sand are limited. The babies have access to a sand pit, which does not contain enough sand to play with. Consequently, they are unable to feel textures and develop their physical and mathematical skills, such as digging, moving and filling a variety of containers.

The toddlers have fewer opportunities for self-initiated or free play, as they are not able to easily access a wide range of resources across all the areas of learning. In addition, staff do not use the available table space effectively to provide children with a range of exciting learning opportunities. For example, tables are left empty and activities, such as 'bathing dolls' are not thought through well enough to encourage children to play with them. In addition, resources for children to learn to develop early writing skills through mark making are uninspiring. A pot of pens and some paper is put out but does not appeal to the children, so this resource is generally ignored. Toddlers are unable to develop their early writing skills in role play situations, as there is no provision for paper, pens or other writing materials. This lack of well-planned activities and resources available to children has a negative impact on their behaviour. Children run around the room, sometimes snatching and arguing over toys. This is because there are insufficient resources available for all the children present in the room. Consequently, the educational programmes for the toddlers are ineffective, and do not support children to make consistent progress in relation to their starting points.

Staff in the baby room imitate and repeat the vocal noises that babies make. This helps babies to learn how to use their voices for social interaction and to gain attention. Staff working with the oldest children support children's communication and language skills by using secure questioning techniques and enabling children to think through their ideas. Staff suggest possible answers, which helps children to make connections between different parts of their life experiences. For example, staff ask children what they are doing as they role play using animals. This helps children to think and talk about where the animals live and what noises they make. Pre-school children enjoy learning about the sounds letters make, and are able to sound out individual letters in their own names. This helps children to learn to write their own names. Staff support this further by providing an environment rich in letters and numbers. They hang letters and numbers from lines across the ceiling and display many colourful posters and pictures around the walls. Consequently, this supportive approach helps pre-school children to be ready for the move to school. However, staff in the toddler room engage less with the children as they play. For example, some staff wander around the room, and only interact with the children when their behaviour affects other children. This does not support these children to learn to behave appropriately through their play.

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

The key person system works well for the oldest children to provide a secure relationship, which supports their personal, social and emotional development. Children freely approach their key person for cuddles, or to talk about what they are doing. Staff respond with warm, consistent care, which encourages children to develop secure attachments to their key person. The babies learn through play, supported by their key person. This attachment enables babies to show that they feel safe and secure, as they enjoy cuddles when they feel unsettled. Staff work well to settle new children into the room, spending time with their key children to help them adjust to the new environment. However, toddlers do not enjoy the same experience. Staff in the toddler room do not provide secure attachments for children to support their learning and development, as children have not bonded with their key persons.

Overall, most children behave well, as staff work well in partnership with parents to provide continuity of children's care routines and consistency in dealing with children's unwanted behaviour. However, parents of children in the toddler room find that staff do not work as well with them to ensure consistency in dealing with children's challenging behaviour. This means that these children are unable to manage their own behaviour through consistent boundaries of expected behaviour. Parents feel that staff do not take into account the difficulties that they face at home, which results in inconsistent management of children's behaviour between home and nursery. Equally, the lack of resources and one-to-one attention means that children become bored and disengaged in their learning. In addition, staff do not use consistent rules to manage children's behaviour, which means that children are unable to learn how to take turns and share resources. This does not provide a supportive and nurturing environment for these children to help them to develop good personal, social and emotional skills.

The manager cooks the meals for the children who attend the nursery. Staff record information about individual children's dietary requirements on children's record forms. This means that children are able to enjoy their meals, and do not have any foods known to cause allergic reactions or are against cultural preferences. Older children sit at tables, which helps them to learn how to independently feed themselves and learn appropriate social manners, as they chat to their friends and staff. However, there are no suitable highchairs, chairs or tables for the youngest children to have their meals on. Consequently, they sit on blankets on the floor, with their bowls of food placed on the floor in front of them. This does not support children to learn to feed themselves, as they are unable to balance their food from the bowl on the floor to their mouths. Children, therefore, resort to using their fingers. As children do not sit at tables or in highchairs, they are able to get up and walk around the room holding yogurts and spoons. Consequently, children drop yogurt and leave food marks on the furniture and floor. This causes a potential hazard as these younger children are not always steady on their feet and may injure themselves if they trip or fall holding the spoon. In addition, nursery hygiene routines do not ensure that all resources and equipment are clean, which does not support all children's good health and well-being. The older children learn to manage their own personal hygiene needs, with support offered by staff when required.

Children have opportunities to enjoy fresh air daily, as they spend time in the nursery's small, enclosed outdoor play area. Staff make use of the adjacent church gardens to provide children with more freedom and the opportunities to kick balls around and ride around on sit and ride toys and bicycles.

The nursery runs breakfast and afterschool clubs for children who attend local schools. Children are taken to school by staff who walk them or using the minibus. There is suitable systems to share information between schools and the setting. This means that parents are aware of how their children have been while at school. In addition, teachers are able to come to the nursery and meet children who are due to start school. Information sharing between the nursery and the school also supports continuity of children's care routines and their learning and development. Consequently, children move smoothly to school. Wider partnerships work to promote children's learning and development through support systems. These enable children with special educational needs and/or disabilities to make some progress in relation to their starting points.

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

This inspection took place because concerns were raised relating to safeguarding children and the suitability of adults caring for children. Evidence gathered at the inspection found that although there are secure recruitment and induction procedures in place to assess the suitability of staff, management's understanding of their roles and responsibilities in meeting all the safeguarding and welfare requirements is not sufficient. This results in a number of breaches of requirements of the Statutory Framework for the Early Years Foundation Stage and the associated requirements of the Childcare Register. As a result, a

number of actions were raised to ensure that the nursery is able to put in place measures to address the identified areas of weakness.

The nursery has some policies and procedures in place and uses daily visual checks to ensure that the nursery environment is safe for the children who attend. Risk assessment covers all areas of the nursery, ensuring that any risks to children are minimised. However, the risk assessment does not effectively ensure that resources, furniture and equipment in the baby room are clean and suitable for their purpose. Staff demonstrate a suitable understanding of the safeguarding policies and procedures and are aware of the need to record any child protection concerns that they may have about children in their care.

The management have not effectively monitored all staff's performance and abilities to fulfil the roles and responsibilities of their jobs. Staff working with the oldest children understand how to effectively promote children's learning and development. The room leader supports the other room leaders to produce detailed planning, which takes into account children's emerging interests and current stages of learning and development. However, while the plans are in place, staff in the toddler room do not use the planning to provide children with exciting and stimulating learning opportunities. Systems are in place to ensure that staff carry out regular observations, recording these in children's learning journals along with photographs and pieces of children's artwork. Staff share these with parents, which enables them to see the progress their children are making. However, the management have not effectively monitored the educational programme and implementation for toddlers. This results in insufficient challenge for toddlers, who are therefore not able to enjoy learning through purposeful planned play.

The management have systems in place for self-evaluation and are aware of a number of areas of the nursery's practices that need to be improved. The management recognise that they need to be more consistent with monitoring the standards within the nursery. They are working on implementing effective systems to enhance the management of the setting. For example, by looking at linking with other settings to gain ideas and support for the future development of the staff and the nursery. There are systems to monitor staff's performance and their ability to fulfil their roles and responsibilities through supervisions and appraisals. However, these are not effective in ensuring that all children have sufficient challenge and learn through play. Consequently, not all children are able to make consistent progress in relation to their starting points. Staff are able to put forward their views of the nursery and any ideas they have to promote positive outcomes for children. However, this does not work in practice, and consequently, not all staff are motivated and enjoy working with children.

There are systems to enable parents to share any concerns that they have with staff or the management. Daily verbal feedback helps parents to find out what their children have done during the day. However, sometimes parents feel that their views are not taken into account and staff do not explain policies and how these will help the parents fully. This does not support positive relationships between all parents. Staff share learning plans with the parents, which means that they can see their children's next steps in their learning and development. However, these plans are not effectively put into place in the toddler room. Consequently, not all children's progress in relation to their starting points is

consistent.

The management are in the process of bringing in other professionals to help them to develop the nursery and staff practice. The management have links with the local authority to provide a range of training courses that the staff are able to attend. Therefore, the nursery shows that it is able to bring about improvements that will enable the staff to support all children consistently.

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 purpose of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).
- ensure that the premises and equipment used for the purpose of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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

Unique reference number	EY438206
Local authority	Havering
Inspection number	932696
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	68
Name of provider	Tezcan Mehmet and Kathleen James Partnership
Date of previous inspection	27/04/2012
Telephone number	07507589233

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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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