

Tots 2 Teens Nursery

Lydden CP School, Stonehall, Lydden, Dover, Kent, CT15 7LA

Inspection date

30/10/2013

Previous inspection date

14/01/2011

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 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

- Children's safety is compromised because staff do not identify all potential safety hazards and take action to remove or minimise them.
- The nursery is not maintained to an acceptable level of cleanliness and this presents a risk to children's health and well-being.
- The leadership and management of the nursery do not implement adequate systems to monitor the staff's understanding of their roles and responsibilities. Consequently they are unaware that not all health and safety procedures are implemented as expected.
- The leadership and management of the nursery do not adequately record all required information about staff suitability, such as details about their qualifications.
- Staff do not always plan activities which focus on the children's interests and stage of development to further their learning and development and they do not help children to learn about the diverse needs of people in their community.
- continue to develop the assessment and planning process to clearly identify all children's interests and stages of development.

It has the following strengths

- Staff have developed positive relationships with the children and their families, offering a friendly and caring environment.
- Children become confident and independent as they manage tasks for themselves and

choose what they want to do.

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 undertook a tour of the nursery with the acting deputy manager.
The inspector observed staff and spoke to them at appropriate times throughout the inspection, about their understanding of the learning and development, and safeguarding and welfare requirements.
- The inspector observed children's play and staff interactions, indoors and outdoors.
- The inspector sampled relevant documentation, including policies, procedures and children's development records.
- The inspector completed a joint observation with the manager to observe staff interacting with the children.

Inspector

Sara Garritty

Full Report

Information about the setting

Tots 2 Teens Nursery and After School Club opened in 1974. It operates from a self-contained building in the grounds of Lydden CP School in the village of Lydden, near Dover, Kent. They are a voluntary group managed by a committee of parents. The group has sole use of an enclosed outdoor play area. They also have shared access to the school playground and field. The group serves the local and wider area. They are registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is open Monday to Friday from 8 am to 6 pm all year round. There are currently 44 children aged from birth to under five years on roll. They are in receipt of funding for the provision of free nursery education for two-, three- and four-year-olds. The group supports children who have special educational needs and/or disabilities.

The group employs 10 members of staff, of these; seven hold appropriate early years qualifications at National Vocational Qualification level 2 or 3. Three members of staff are at present studying for a qualification. The group is a member of the Pre-School Learning Alliance and 4 Children. They also receive support from the local authority Setting Improvement Partner and local children's centre.

What the setting needs to do to improve further

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

- make sure that the nursery is safe; develop robust risk assessments that cover all areas the children come into contact with, making sure all staff are aware of the potential hazards and risks and understand how to manage these effectively
- ensure appropriate procedures are followed to ensure premises and equipment are kept clean, and comply with, requirements of health and safety legislation, including hygiene requirements
- implement effective induction and monitoring of all staff, including new staff and those taking on new roles; ensure they are aware of their roles, responsibilities and procedures, particularly concerning children's development and safety.
- improve record keeping systems so that staff files include information about staff qualifications
- build on the experiences of all children, so that they learn and develop through participating in a rich and varied curriculum, providing more effective support for their individual learning

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

- help all children to find out about their own and other peoples' cultures.

Inspection judgements

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

Children make steady progress in their learning and development. Staff provide them with a range of experiences that promote their all-round development satisfactorily. The children are starting to develop the skills they need for their future. Most children settle quickly when they come into the nursery. They are eager to explore the room and talk with staff about the carved pumpkins and the shiny lights inside them. The staff have developed positive relationships with parents and spend time talking with them, to reassure any parent whose child comes in upset. The staff have a sound knowledge of the individual needs of their key children. Staff carry out regular observations and collate information in the children's 'learning journeys'. The child's key person shares these regularly with the parents and children. The staff are beginning to use the information they gather to inform planning, but are not making the best use of this to reflect the children's interests and abilities to promote further development. As a result activities do

not always build successfully on what children know and can do. Staff regularly monitor children's learning and the progress they are making, including completing the progress checks for children between the ages of two and three years. The staff set out a variety of activities for the children to engage in. Staff rotate the resources regularly to keep the children interested and introduce new equipment. The children are particularly interested in the dried leaves they have collected from the garden; staff extend the activity by adding equipment for the children to sweep up the leaves. Staff introduce new vocabulary to the children as they discuss how the leaves feel and the sound they make as they stand on them. The self-storage units allow the children to access the available resources independently; therefore, children are able to make some decisions about their play. Some staff encourage children to develop their communication skills, through positive interaction and the use of open-ended questions. Some staff, to maintain an inclusive approach to learning and development use sign language and picture cards with the children. Opportunities for children to learn about different cultures and see positive images of others are less readily available, which has an impact on how they learn about their own and other cultures. The staff consistently encourage the children to take turns and share, especially when using the computer. The staff assist the children to find the right programme on the screen and ask how they are going to open the programme. This gives the children opportunities to problem solve, as well share ideas with others.

Babies are encouraged to explore their immediate environment, investigating natural objects as well as developing their co-ordination skills by pushing buttons and enjoying the praise they receive as the lid pops up on the game. Staff encourage the babies to examine different media as they use paint on rollers to decorate the paper and table, as well as painting feet to make lovely prints. Staff play alongside the children as they discover the pumpkin seeds and they also talk about how to stay safe when out with parents 'trick or treating' for Halloween. Consequently, children are gaining confidence and are becoming independent and enthusiastic learners.

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

A key person system has been established and parents inform staff of any concerns they have. All staff are aware of the importance of children's emotional health and work with parents to develop secure attachments with their key children. A buddy system is also in place to ensure that the children have someone else to turn to if their key person is not available. This supports children to feel comfortable in their surroundings and confident to approach their key person for assistance and reassurance. However, the health and safety of the children is compromised in the nursery. This means their well-being cannot be assured. Children do not learn about managing risk, as the nursery environment is not consistently organised to keep them safe. This is particularly apparent when staff do not immediately remove damaged equipment or notice window blind cords hanging where children can reach them. The cleanliness of the nursery is also not monitored and some areas are not maintained adequately.

Staff promote some aspects of children's health suitably, by preparing healthy snacks, which encourage the children to develop their independence as they cut up the fruit and

pour their own drinks. At lunch times, the babies come out into the main room to interact with the older children as they eat their food. Parents provide the children with a packed lunch. Staff are aware of any allergies the children have and do not let the children share food. Staff use this time to talk to the children about what they have been doing and planned events the children are going on. Some of the children are excited about dressing up for a Halloween party. The children have access to drinking water throughout the session and regularly help themselves to drinks especially when they have been outside running around. Staff encourage children to follow appropriate hygiene routines, reminding them to wash their hands when they use the toilet, as well as before they eat. Staff sing songs with the children as they wash their hands, this encourages them to spend sufficient time to get rid of any germs. Staff change the children's nappies regularly, with the key person using this time to talk with them and share experiences.

The children benefit from an appropriate range of outside activities. Staff praise the children's achievements and encourage them to participate. Staff promote children's mathematical development by supporting them to count discs and match colours using the large play equipment. The children are excited when they find a snail shell; staff expand the children's language development as they point out the spiral pattern of the shell and encourage the children to look for more patterns in the environment. Children are motivated to learn and have a sense of achievement especially when they manage to ride a bike for the first time with stabilisers.

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

This inspection took place following concerns raised to Ofsted with regard to safeguarding practices, as well as the day-to-day operation of the nursery with regard to staffing, food and drink, and hygiene procedures. An unannounced inspection was carried out and it found that the nursery is not meeting all the legal requirements. As a result, practice is inadequate. Observations and discussions confirm that the food and drink provided at the nursery is stored correctly and staff are aware of any allergies the children and babies have. Procedures to inform parents of their child's daily routine have been improved and documents are in place to provide better communication links between staff and parents, to stop wrong information being given to parents. However, evidence gathered at the inspection found that management does not implement effective procedures to ensure staff fully understand and carry out their roles and responsibilities. This leads to poor practice in relation to implementation of cleaning routines and risk assessment. Staff fail to identify hazards that present a significant risk of harm in areas where children play and sleep. The outdoor area is not routinely checked before children use it. This means that broken equipment is sometimes not removed until staff see children using it and other risks outdoors go unnoticed by staff. Consequently, children's safety is compromised and this means that the provider is in breach of safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and also the associated requirements of the Childcare Register.

Recruitment procedures are in place, references and vetting of staff is completed prior to

staff taking up their position at the nursery. The manager checks staff qualifications at interview. However, details of qualifications are not recorded as required. Most staff confirm they have undertaken paediatric first aid as well as food hygiene training. The manager has undertaken designated person child protection training, and all other staff have received child protection training and are aware of the procedures to follow to help protect children. The staff complete all relevant written documentation fully to support children's welfare and this is confidentially stored. They regularly practise fire drills to help children learn to keep themselves safe in an emergency.

The management demonstrate some commitment to improving practice through the completion of self-evaluation and taking some positive action in response to recommendations made at the last inspection. Some previous actions raised have not been fully met, due to insufficient induction and monitoring procedures being in place to support staff to fully understand their roles, responsibilities and procedures of the nursery.

The staff gather information from parents prior to the children and babies starting at the nursery. This enables staff to follow children's individual care routines and identify the children's capabilities and starting points for learning. Staff liaise with other professionals and the local authority to support children with additional needs. The deputy manager has achieved accredited Special Educational Needs Co-ordinator status. She effectively supports the children with additional needs in the nursery. Parents receive a range of information from the nursery and have a designated notice board with information leaflets. The nursery also has a website with up to date information, including copies of policies and opening hours. Parents are encouraged to join the management committee. They also have the opportunity to make comments and suggestions about how the nursery can improve its practice through completing questionnaires. The outside area is in the process of being improved, parents supported this project by coming in for a day to help tidy up the outside area. The nursery has developed supportive links with other agencies as well as many of the local schools.

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 all necessary measures are taken to minimise any identified risks (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)
- ensure that all necessary measures are taken to minimise any identified risks (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	127723
Local authority	Kent
Inspection number	938261
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	44
Name of provider	Tots 2 Teens Nursery Committee
Date of previous inspection	14/01/2011
Telephone number	01304 826511

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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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