

# Preston Multicultural Nursery School: First Steps to Learning

114 Carlton Avenue East, Wembley, Middlesex, HA9 8NB

<b>Inspection date</b>	09/10/2013
Previous inspection date	30/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The provider is in breach of several safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Children are not adequately safeguarded.
- Outdoor areas do not provide children with experiences across the different areas of learning, undermining their progress. Children's physical health is not well promoted because they do not learn to manage their own personal needs.
- Staff do not use effective methods to support the language development of children learning to speak English as an additional language.
- Observations and assessment are inconsistent, variable in quality and do not produce purposeful next steps to help children make satisfactory progress in their learning
- The provider lacks knowledge and skills about her responsibilities. This means she is unable to identify weaknesses in staff practice to tackle underperformance. The provider has not identified areas of weakness to drive improvements.

### It has the following strengths

- Children seem happy and settled in their environment.
- The indoor environment is suitably resourced.

## **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 activities in the main play rooms and garden.
- The inspector took account of the views of parents and staff spoken to on the day of the inspection.
- The inspector examined documentation and records relating to staff and children.
- The inspector held discussions with the registered provider.

### **Inspector**

Samantha Smith

## **Full Report**

### **Information about the setting**

Preston Multicultural Nursery School: First Steps to Learning is owned by a private provider. It originally opened in 2002 and moved to the current premises, at St Erconwald's church in Wembley, in the London Borough of Brent in 2004. The nursery has use of two rooms and there is access to an enclosed outdoor play area and large hall. The nursery is open Monday to Friday, from 8.30am to 5pm, all year round except for bank holidays.

The nursery is registered on the Early Years Register. There are currently 36 children on roll, attending on a full- and part-time basis. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs seven members of staff, all of whom hold appropriate early years qualifications and one is qualified to degree level. In addition, specialist teachers provide computer and Spanish sessions.

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

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

We set enforcement action to require the provider to:

ensure that the lead person responsible for safeguarding understands the safeguarding procedures to be able to respond with urgency to serious matters affecting the safety of children

make sure that staff who have not been through vetting procedures are not left alone with children

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

- ensure that children are provided with a balanced range of experiences from across all areas of learning outdoors with particular reference to literacy and understanding of the world
- ensure that children who are learning English as an additional language are appropriately supported by planning resources and activities around their individual needs
- develop the education programme for physical development in order to promote children's good health to enhance children's self-awareness and personal care skills
- develop observation and assessment systems to ensure that staff use these to plan appropriately to promote children's individual learning
- ensure that the manager has an appropriate understanding of the requirements of the Statutory framework for the Early Years Foundation Stage to be able to carry out their role effectively
- implement systems of self-evaluation and use these to drive continuous improvement in the provision by identifying its strengths and weaknesses and prioritising future improvements.

### **Inspection judgements**

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

The nursery is not adequately supporting children's learning needs. This is because the educational programmes are weak and the assessment arrangements are not sufficiently developed to demonstrate or measure that children are making progress. In discussion staff demonstrate that they have a suitable understanding of their roles in supporting children's learning; however, this is not evident in practice. This is because the quality of the observations are variable and the identified next steps lack focus and purpose, and do little to move children on in their learning. In addition, little is being done to support children who are not achieving as expected for their age. The manager lacks confidence to work with parents, where their views may differ, for example, by working with parents to support children in potty training when they are ready to do so.

Staff make an effort to enhance children's play experiences and support their learning as they engage in children's play and spend time on their level. They talk to children about what they are doing and try to introduce different concepts. For example, while engaged in a play dough and gluing activity with the older children, staff talk about the different shapes and colours. However, they lack skills in questioning in order to challenge children's thinking skills or extend their vocabulary, as their questions mostly require one-word answers. Most of the children attending learn English as an additional language. However, the nursery does not reflect children's home languages well, for example, through displays or resources and their systems to support effective communications are not consistently used in practice. Consequently, children who have communication difficulties are not progressing as well as they could in their acquisition of language. In addition, they are not getting the same enjoyment from some activities as their peers who are confident in spoken English, particularly at group times. Systems are in place for sharing the progress check at age two with parents; however, overall children are not being well prepared for the next stages in their learning.

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

There are several breaches of safeguarding and welfare requirements that directly undermine children's safety in the nursery. However, children present as happy and settled in the nursery and in the relationships they have formed with staff. The key person systems support children through the settling-in process and forming attachments with staff. There are some systems to promote children's safety at the nursery; for example, the main door is kept locked and visitors are required to record their visit in a visitors' book. Risk assessments and daily checks ensure that appropriate action is taken to reduce potential hazards to children on the premises. When children are taken to the outdoor area, they are taught to hold on to a long rope to ensure that they all stay together and do not stray away.

The indoor learning environment is generally conducive to the needs of the children attending, providing a range of experiences in the different areas of learning. However, the outside environment is less inspiring and does not provide children with many

experiences in others areas of learning, except physical development. Although the registered provider informs that they have taken steps to address a previous recommendation to improve the provision of outdoor resources, this was not seen on the day of the inspection.

Daily routines generally support children's health; they are encouraged to wash their hands at appropriate times throughout the day. Snacks are sufficiently nutritious and drinks are stored at child height, making them freely available for children to help themselves when they are thirsty. However, there are missed opportunities during snack time for children to further their independence by pouring their own drinks and helping themselves. This was a previous recommendation from the last inspection and demonstrates that the staff have not developed this area to benefit children.

Children behave well. They respond appropriately to staff and they are beginning to develop their early social skills as they learn to cooperate and share with each other.

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

The leadership and management are inadequate. The provider is failing to meet her responsibility to protect children. There are a number of breaches in legal requirements that undermine children's safety. In addition, some learning and development requirements are not being met and the provider is unable to demonstrate that children make progress in the nursery.

This inspection took place because of concerns received from Ofsted that the provider failed to take appropriate action to protect a child when she was made aware that the child may have been at risk. The inspection found that the provider has failed to follow their safeguarding procedures to seek appropriate intervention and support for a child. Also, it was found that the recruitment and vetting procedures are not robust to safeguard children. This is because not all staff have the relevant checks in place. Although there is evidence to show that checks carried out by previous employers have been seen, the provider has failed to initiate checks of her own to confirm staff suitability. As a result, children have been left in the care of staff whose suitability has not been checked. This undermines children's safety and well-being.

The nursery has not strived to maintain improvements and previous recommendations have not been met. Systems are in place to monitor and support staff's performance and professional development. Regular one-to-one supervisions and appraisals are completed by the registered provider. However, her lack of confidence in some areas of her work means that she is unable to support or advise staff as necessary in some areas of their work. As a result, their capacity to secure future improvements is weak. Ofsted has issued enforcement action, which the provider must take in order to improve. Nonetheless, partnerships with parents and other professionals are generally appropriate, to provide

children with some continuity in their care and learning.

## 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>	EY294864
<b>Local authority</b>	Brent
<b>Inspection number</b>	938416
<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>	36
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Neharika Khagram
<b>Date of previous inspection</b>	30/04/2013
<b>Telephone number</b>	07932410431

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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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