

8 till 6 Eagle Nursery

Woodheyas Hall, 32 Woodheyas Road, Willesden, London, NW10 9DE

Inspection date	13/12/2013
Previous inspection date	10/06/2010

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

- The provider/manager does not have a secure knowledge and understanding of all aspects of safeguarding and welfare requirements. Vetting procedures are not robust and many aspects of children's welfare including promoting good hygiene practices are not prioritised.
- The key person system is not well-embedded as new staff are not sure which children they are responsible for. Overall, this does not support children to form secure emotional attachments.
- Children's welfare is not fully promoted; they do not have appropriate linen for their sleeping mats and younger children do not always have access to appropriate furniture and equipment to support their developing independence.
- The provider/manager does not have a robust knowledge and understanding of the learning and development requirements. This means that she is unable to monitor the quality of teaching, planning and assessment requirements. This results in poor learning experiences that do not consider children's ages and stages of development. This also results in younger children's needs not being met.
- Self-evaluation is not accurate or effective. This means that historical actions are re-occurring and therefore continuous improvement is not adequately promoted.

It has the following strengths

- Children benefit from a generally accessible environment where they are able to make

choices about their 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.

Inspection activities

- The inspector observed children's play and staff interaction both inside and outside in the garden area.
- The inspector and manager of the provision undertook a joint observation of children getting ready for their afternoon sleep.
- The inspector talked with staff and held discussions with the manager/provider of the setting.
- The inspector examined documentation including a representative sample of children's records, policies and procedures and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Siobhan O'Callaghan

Full report

Information about the setting

The 8 till 6 Eagle Nursery is run by an individual. It opened in September 2009 and operates from one large hall and a small quieter room in a community hall. Children have access to a secure garden. The nursery is situated in Neasden in the London borough of Brent. The nursery serves the local community and is open Monday to Friday from 8am until 6pm all year round. Children may attend on a full or part-time basis.

The nursery is registered on the Early Years Register and provides funded early education for two, three and four-year-olds. There are currently 21 children aged from two years to under five years on roll. The nursery currently supports a number of children who speak English as an additional language. There are five members of staff working with the children. The manager holds a National Vocational Qualification at Level 3 and has attended additional level 3 training in management.

What the setting needs to do to improve further

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

- ensure that rigorous and effective systems for self-evaluation are implemented to ensure that all requirements are met and that clear targets are set to help bring about improvement.
- ensure that appropriate bedding is provided for children who need to sleep
- ensure that children are developing an understanding of the importance of implementing good personal hygiene practices to support their overall health and well-being
- ensure that younger children have access to appropriate furniture which includes seating and access to resources such as sand and water at their level, so that they can enjoy exploring in comfort while supporting their independence
- ensure that children whose home language is not English have reasonable opportunities to use their home language in their play and learning
- implement the two-year old progress check on all children aged between 24 and 36 months to: identify what children can do and areas where additional intervention may be needed to ensure children make good progress in relation to their starting points.

Inspection judgements

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

Children are not supported to make good enough progress in their learning and development as the manager who is also the provider and her staff team do not demonstrate a sufficient knowledge and understanding of the learning and development requirements. They do not effectively promote children's learning through play. Staff fail to use observation and assessment effectively to identify where children are in their learning and they do not complete thorough planning to take into account children's individual needs and interests. Therefore, children spend most of their time engaging in free play with limited guidance and interaction from staff. Some children are observed to wander without engaging in any meaningful activity. Staff give very limited focus on providing children with enjoyable experiences and challenge to help them to make progress in their learning and development. Staff rarely use opportunities to extend children's knowledge and skills. For example, when children do sit for adult-led story and singing sessions there is no consideration for the younger children's individual needs. Therefore they are expected to sit for 20 minutes on the carpet. Although very compliant they become restless and lose interest. This poor level of teaching means that not all children are supported to develop good listening and communication skills. This is because not all children are able to concentrate for this period of time and the book that is being read is very small so not all children can observe the pictures or begin to understand that print carries meaning.

Staff have not completed required assessments for children between the age of two and three years. This is a specific legal requirement to ensure that any early signs of learning delay can be picked up quickly. This is essential in getting the correct support for children so that they can make effective progress given their starting points. Staff have also failed to identify all children who speak English as an additional language; therefore, they do not have their learning needs fully considered. Not all children's home languages are represented in the setting and they do not have opportunities to use their home language in their play and learning.

Children are able to engage in free play opportunities as their environment has been set up with resources that have the potential to be used to support the seven areas of learning. However, younger children do not have comfortable access to certain creative resources such as sand and water. This is because the equipment is too high for them to reach. The children's chairs are also too high which means that the youngest children are not able to put their feet comfortably on the floor when they are eating. This does not fully support their growing independence and self-care skills.

Children spend a short session in the garden during the morning where they can engage in active play. They are able to climb and balance on resources and use small rockers. Children who do not wish to engage in active play have opportunities to play with sand and construction resources which they use creatively. For example, children make pretend cups of tea and food with the sand and pretend to eat and drink these. Staff are on hand to supervise children on equipment and to support them to take turns and generally to

behave in polite and considerate ways.

Children on the whole are settled and approach staff when they need assistance. For example, when they need help to put on their coat to go outside or when they want to visit the bathroom. However, their individual learning and development is not robustly promoted. This is because all staff are new and they are not familiar with their key children. For example, some staff are not sure of who all of their key children are. Discussions with parents also confirm that they are not all sure of who their child's key person is. Some parents also comment that they are concerned about the staff turnover within the setting. Therefore, overall, partnership working is not embedded to support children's continuity of care and learning within the setting. Nevertheless, some parents do say that they are happy with the nursery and they report that their children enjoy attending.

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

Children on the whole are well behaved. They are learning polite and respectful behaviours as they follow the positive role models presented by staff. However, the lack of a robust key person system means that children's individual needs are not consistently met. For example, children have not established close attachments with their key person as they are not fully confident of who they are. Therefore, some of the younger children approach their choice of adult to seek comfort and reassurance while some children consistently ask the question 'when is my mummy coming to collect me?' This demonstrates that not all children feel emotionally secure within the setting.

Children are provided with healthy snacks and appropriate meals which take into account their individual dietary requirements. They eat well and use appropriate cutlery with growing independence. However, children are not supported to develop good personal hygiene practices. For example, when they visit the bathrooms prior to and after lunch staff do not encourage them to use soap and warm water. This is a rushed experience with no discussions about keeping healthy and the impact this has on their overall well-being. The majority of children lay down for a rest immediately after lunch. The experience again is rushed with no discussion about why they need to rest their bodies. Children know the routine and quickly lay down on their PVC sleep mats. They have no bottom sheet, just a blanket, and some younger children have a teddy from home. Although the sleeping mats are easy to clean they do not aid children's comfort. This is because they are lying directly onto PVC which means that they are prone to getting sweaty and sticky.

Children are learning some safe practices, for example, staff remind them of not running inside and making sure that children take care when climbing the ladder to the play house in the garden. Most children have independent access to an appropriate range of resources that they can explore and investigate. They are learning some basic self-care skills such as helping themselves to drinks when they are thirsty and visiting the bathrooms independently when the doors are opened during parts of the session. There are positive partnerships evolving with local schools to support satisfactory transition

arrangements for older children when they are moving onto school.

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

The registered provider is failing to safeguard children's welfare and to promote effective learning and development opportunities for children. She is in breach of several specific legal requirements in relation to the provision's registration on the Early Years Register. The inspection was brought forward following concerns that were raised about the quality of the provision. Concerns were that there has been a high turn-over of staff in the setting; ratios of staff to children are not being met and the setting does not employ appropriately qualified staff. In addition concerns linked to the provider's ability to implement effective planning and observation systems to support children's learning and concerns around the quality of food being served to children. The inspection found that all of the staff are new to the setting including the provider with regards to her new role as manager. Qualification requirements with regards to employing a suitably qualified and experienced deputy manager are not being met. This has been a concern raised at two previous inspections. The learning and development requirements are not being effectively implemented and the quality of teaching and learning opportunities for children are poor. The provider has also failed to implement specific legal requirements around implementing a progress check for all children between the age of two and three years in partnership with their parents. Overall the provider demonstrates a poor understanding of the learning and development requirements and this hinders her ability to monitor the quality of teaching and educational programmes. As a result children are not receiving effective challenges to support their progression. However, ratios of adults to children are met and the quality of food offered to children is satisfactory.

Discussions with staff demonstrate that they have a satisfactory knowledge of safeguarding children matters. They were able to discuss how they would monitor and record any arising concerns. They were clear that if the nominated safeguarding person was not present they would take their concerns to outside professionals where appropriate. The provider has recently nominated herself as the day to day manager of the setting and is therefore fairly new to this role. Currently, systems and practices intended to ensure the safe and efficient management of the provision and to promote children's learning are not embedded and are not fully understood by everyone working in the setting. The impact is that further requirements that are not part of the original concern came to light. For example, safeguarding and welfare requirements are not fully promoted. Recruitment and vetting systems are not robust; although the majority of staff have suitable disclosure and barring checks (DBS) in place, there are references missing on staff files and discussions with the provider confirm that staff begin working in the setting prior to all suitability checks being initiated and returned as suitable. This does not promote a robust approach towards deeming the suitability of staff. Staff who do not have current DBS checks are clear that they are not to be left unsupervised with the children. Children's individual needs are not fully safeguarded due to the weak key person system which in turn does not support strong working partnerships with parents to promote a consistent approach towards children's care and learning. Children are not being

supported to develop good personal hygiene practices and the provider fails to ensure that appropriate bedding is in place to aid their comfort and support their well-being.

The provider demonstrates a commitment to improvement and does work in partnership with the local authority to try and initiate improvements in the setting. However, she is heavily reliant on their guidance and is not clear of her own accountability responsibilities. She seeks their guidance in making fundamental decisions about staffing and recruitment and seems unable to show initiative in making her own decisions about what action she can take to bring about improvement. Her inability to reflect on practice within the setting is demonstrated during the joint observation of a sleep time routine. Although extremely enthusiastic to make changes in response to weaknesses that the inspector pointed out the provider is unable to offer any of her own suggestions to improve. This was also observed during story time sessions and lunch time routines where the provider does not intervene to improve the experiences being offered to children. Therefore, the current self-evaluation of the setting is not accurate and does not reflect practice that is followed within the setting. The result is that all legal requirements are not being met.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY392317
Local authority	Brent
Inspection number	942638
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	21
Name of provider	Mary Isabella Kwaw
Date of previous inspection	10/06/2010
Telephone number	02084519605

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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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