

Hornsey Road Children Centre Pre-School

Sure Start Childrens Centre, 8 Tiltman Place, LONDON, N7 7EN

Inspection date	06/12/2013
Previous inspection date	19/04/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 organisation of snack and mealtimes is poor. As a result, hungry children have to wait a significant length of time before food is served to them.
- Staff do not supervise children effectively at all times. This is a breach of the legal requirements and compromises children's safety.
- Risk assessments are ineffective and staff lack understanding of minimising risks. This has resulted in several concerns regarding the safety of children.
- Staff do not ensure children are wearing protective clothing when playing with water. Consequently, children walk around in wet clothes. This compromises their health and well-being.
- Teaching is not adequate as systems to observe children are variable in quality. Staff do not consistently identify children's next steps for learning. Therefore, planning for future learning intentions are not focused enough to build on children's progress.
- Staff do not involve all parents as part of the ongoing observation and assessment process to ensure they are fully involved with their children's learning.

It has the following strengths

- Staff interact with children and ask them some questions, which encourages children to

develop their speaking and listening skills.

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 the children's activities and staff's interaction with children.
- The inspector held meetings with the provider, manager, deputy manager, children's key persons and other staff.
- The inspector spoke to some parents and took account of their views during the inspection.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector looked at a sample of the nursery's policies and procedures and staff's records.

Inspector

Yasmine Hurley

Full report

Information about the setting

Hornsey Road Children Centre Pre-School registered in 2011. It operates from three main playrooms on the first floor and one room on the ground floor. Children have access to a ground floor outdoor area and two roof gardens on the first floor. The pre-school is situated in Finsbury Park, in the London Borough of Islington. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are currently 44 children on roll in the early years age group. Children may attend for a variety of sessions. The pre-school is in receipt of funding for the provision of free early years education to children aged two, three and four years.

The provision is open each weekday from 8am to 6pm for 48 weeks of the year. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 15 members of staff including the manager and deputy manager. All childcare staff hold appropriate early years qualifications. The manager holds a post-graduate early years qualification. The pre-school also employs an early years teacher and a number of domestic and administrative staff.

What the setting needs to do to improve further

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

We will issue a Welfare Requirements Notice requiring the provider to:

- ensure that risk assessments cover all areas of the provision, clearly identifying and minimising risks to children, particular in relation to the flooring, all equipment and ensuring that children wear protective clothing, especially when playing with water
- ensure that staffing arrangements meet the needs of all children and that children are adequately supervised in order to keep them safe at all times.

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

- develop effective systems to observe, assess and monitor children's learning, using observation to identify their individual needs, interests, and stage of development and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- ensure that parents and/or carers are kept up to date with their child's progress and development
- make sure that snack and mealtimes are organised effectively, to reduce the time children have to wait to eat and to ensure their individual needs are met.

Inspection judgements

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

Children make inadequate progress because staff do not support their learning effectively. As a result, the pre-school is not meeting the learning and development requirements. Staff consult parents before children start at the nursery to gain useful information about children's abilities on entry. They carry out written observations of children's achievements and interests and they support these with photographic evidence. However, planning is weak and does not promote children's learning or support them in acquiring future skills adequately. As a result, staff do not plan well for the next steps for children's learning. Key persons adequately support children speaking English as an additional language. They ask parents to complete a form, which lists important words and phrases in children's home language. However, although staff mostly engage with parents, they do not fully encourage all parents to contribute towards their children's ongoing assessments. As a result, staff do not get a clear picture of all children's all-round development. Consequently, children do not make good progress from their starting points.

Some staff help children's communication and language through singing and action rhymes, talking to children and reading them stories. These staff join in with children's play enthusiastically and this encourages children to discuss what they are doing. Consequently, this helps to develop children's social, communication and language skills. However, this is not evident throughout the provision. There is some evidence that older children are gaining some skills to help them in future. For example, staff help them to write their name, as well as basic words. Staff generally seize on both planned and unplanned opportunities to teach children to recognise numbers, count, and learn basic mathematical language. For example, they place numbers inside the water table and ask children to search for and name them. Staff extend children's thinking further by asking them to name the shapes, sizes and colours in the pictures of their favourite books. Children develop an awareness of others as they participate in a variety of religious and cultural festivals. Despite some positive play experiences, the inconsistencies in the support children receive and the poor regard to children's well-being and safety, have a detrimental affect on the progress children make in their learning and development.

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

Children's needs are not met. Although there is a key person system in place, staff have a poor understanding and lack knowledge of the Statutory Framework for the Early Years Foundation Stage. This weakness means they do not fully understand how to help children feel secure and make good progress. Nonetheless, some children form attachments with staff and seek support when they need it. For example, younger children hold up their arms for cuddles and older children express their needs and wants. However, staff fail to meet the needs of some children, such as those who remain wet from water play.

Overall, children generally behave well and show increasing confidence and self-esteem, which is evident across the pre-school. Staff praise and support children during activities and this helps to build children's confidence. In addition, they teach children the importance of turn taking and tidying up after play. This shows some progress in their personal, emotional and social development and preparing them for when they start school.

Children enjoy an adequate range of activities on a daily basis to support their physical development both indoors, outdoors and in all weathers. However, concerns relating to health and safety mean that their well-being is not fully supported. Staff do not carry out robust risk assessments to fully ensure children are kept safe. This seriously compromises children's well-being and means that they do not have a suitably safe environment in which to play. For example, staff overlook tripping hazards that are posed by mats around the water table and climbing frame, and the positioning of a heavy easel. Furthermore, staff are not vigilant in sweeping the sand and water from the floor as well as picking up toys that are scattered around the playroom. As a result, potential risks to children have not been considered sufficiently, resulting in avoidable accidents. In addition, staff are not always vigilant in ensuring that children are wearing appropriate clothing for their chosen

activity to keep them safe. For instance, children play with water without wearing protective clothing resulting in them walking around with wet clothes and not being changed for a considerable length of time.

Staff teach children to manage some of their personal needs well, such as using the toilet and washing their hands afterwards. Being competent in these skills helps children to make smooth transitions to school as they become independent. Children thoroughly enjoy the variety of fresh fruit at snack time along with a selection of nutritious meals served at lunch. However, the poor organisation of mealtimes leaves children, who are clearly hungry, waiting for long periods until staff serve their meals.

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

The registered provider fails to fulfil their legal responsibility to meet the welfare and safeguarding, and learning and development requirements of the Early Years Foundation Stage. Although the majority of staff are well qualified, there are still many inconsistencies in their knowledge and understanding of how to keep children safe and fully promote their learning. There are significant safeguarding concerns because staff are not vigilant in their supervision of children and risk assessment is poor. To compromise children's welfare and safety is a breach of the safeguarding and welfare requirements associated with the Early Years Register as well as the requirements of the Childcare Register. Suitable recruitment and vetting procedures are used to check the suitability of all adults employed by the setting and required adult to child ratios are maintained. Staff have a satisfactory knowledge and understanding of the procedures to follow in the event of having to make a safeguarding referral.

Staff have a limited understanding of their responsibilities in delivering the learning and development requirements. Management has not ensured that staff sufficiently observe and track children's progress or plan activities that are based on children's individual needs. Information about children's achievements is inconsistent. Staff fail to share information with parents about their children's achievements and accurate ongoing assessments of their children's learning. Parents are not encouraged to be involved in their children's learning or to contribute to assessments. Parents spoken to say they are happy with the care that staff provide. They comment on how their children are happy and settled at the nursery. Staff work reasonably well in partnership with other early years settings; for example, they complete documents to share information when children move on to school. They seek additional support and work with outside agencies to secure appropriate interventions for children with special educational needs and/or disabilities. Care and support for children with special educational needs and/or disabilities is mostly satisfactory.

Management carries out annual appraisals and involve staff in meetings and training through their local authority to improve their practice. However, self-evaluation is not

thorough enough to identify key strengths and weaknesses in provision and to implement a plan for challenging, ongoing improvements that will benefit all children's learning. Nevertheless, the provider has recently employed a temporary manager who has clear action plans to improve the pre-school.

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 children receiving childcare are kept safe from harm (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 children receiving childcare are kept safe from harm (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	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	EY437966
Local authority	Islington
Inspection number	943128
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	44
Name of provider	Family Action
Date of previous inspection	19/04/2012
Telephone number	020 75272005

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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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