

Seahorses Day Nursery

Enfield Christian Centre, 5 Elsing Road, ENFIELD, Middlesex, EN1 4PG

Inspection date

Previous inspection date

27/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 do not have a secure understanding of what to do in the event of an allegation made against a member of staff.
- Group session time and routines with mixed aged children are poorly planned and do not meet their individual needs.
- Children are not supervised when staff are busy and their safety is not assured.
- Staff working with babies do not promote children's early language skills to promote their developing communication.
- Staff do not always promote children's early writing skills through everyday purposeful activities.
- Children's independent skills are not consistently promoted at meal times so that they serve themselves.

It has the following strengths

- Positive partnerships are developed with parents to promote continuity of care.
- Babies have developed secure emotional bonds with staff.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the staff and children during their play.
- The inspector sampled documents including children's developmental records, policies and procedures.
- The inspector discussed the setting's self-evaluation.

Inspector

S Campbell

Full report

Information about the setting

Seahorses Day Nursery (Enfield) registered in 2013 and is managed by a private individual who operates two other settings in the London area. The nursery is located within the London Borough of Enfield. There are three rooms and children have access to two enclosed outdoor play areas.

The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. There are currently 38 children on roll in the early years age group. The children attend on a full and part-time basis. The nursery provides funding for free early education for children aged two, three and four. The nursery support children with special educational needs and/ or disabilities. It is registered on the Early Years Register, and the compulsory part of the Childcare Register.

There are 10 members of staff, including the manager. All staff hold appropriate early years qualifications; and of these three staff are currently working towards a higher childcare qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop staff's understanding of child protection procedures with particular regard to what to do in the event of an allegation against a member of staff
- develop the organisation of group time sessions, routines of the day to effectively meet children's individual needs, level of understanding and abilities to ensure all children learn at their own pace
- monitor the deployment of staff to ensure that children are effectively supervised at all times, especially after lunch and when staff busy themselves with other duties and cleaning
- improve the quality of teaching particularly for staff working with babies to enable young children to develop their confidence and skills in expressing themselves by speaking clearly and responding using correct pronunciation.

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

- enhance activities for children's early writing skills so that they make marks for a purpose
- extend opportunities for children to be independent by enabling them to serve themselves at mealtimes.

Inspection judgements

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

Staff do not meet the needs of all children attending. Group activities are not planned to promote learning for children of differing ages and stages of development. For example, circle time includes children of all ages. Children are encouraged to count from one to ten, and then backwards. They are asked what day it was yesterday and today. Aspects of this activity do not engage younger children, those who are new to the setting and children with additional needs. Staff continue to question children showing them the written date and ask them to count numbers above twenty. The circle time is too long and does not sustain children's interest. Consequently, most children are not engaged, and results in children attempting to climb the radiator and toy cupboard, and taking displays off the wall. Others look at books on their own and some find musical instruments and other toys available, rather than participate.

Overall, staff provide a welcoming environment to help children to develop a sense of belonging. There are processes in place for observation and assessments. Children's key person identifies their next steps in learning generally well and this informs planning to promote children's interests. However, the organisation after lunchtime is poor. Although staff sit with children to ensure mealtimes are a social and learning occasion, some children wander off and others play with toys. After lunch, there are only toys on the carpet for children to play with. At this time, children, including those with additional needs, are not supervised properly. Others wander between rooms. This part of the day is chaotic and not managed well by staff. Consequently, children are not engaged in meaningful play and are at risk due to the lack of supervision.

Nevertheless, mealtime routine for babies are relaxed and staff talk to children to make it a social occasion. Children say one and two words clearly, and are beginning to use short sentence to express their wants and needs, for example more please. However, staff do not consistently repeat words correctly so that children learn to say words correctly and support their early language and communication skills. More able children enjoy singing nursery rhymes and are able to follow simple instructions, for example pretending to be a sleeping bus and lay down on the floor. Staff sing nursery rhymes with children in Italian and English, for example 'Incey Wincey Spider'. Children enjoy singing along, and this allows children to gain an understanding of the wider community. Children show that they are confident in their environment. On entry to their room children wave and say "hello" to adults. Staff provide some opportunities for children to practise early writing skills through art and craft activities. However, some activities to promote children's interest in writing are not relevant or meaningful and do not enable them to experiment. This is because young children are required to trace over dots rather than make marks in their own way; for example through role play shopping lists, or using writing materials in everyday play.

Babies enjoy playing with simple battery operated toys to enable them to learn how things work, a musical activity centre. Older children play a range of games on a laptop, which allow them to use everyday technology resources. Staff plan activities to help children add, and gain an understanding of simple measurements while take part in meaningful activities, for example making modelling dough. Children pretend to make pancakes, and benefit from acting out real life situations by using a toy frying pan to flip their modelling dough. Staff extend the activity by adding sequins and buttons, which sustains children's interest and play.

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

Children's well-being is not promoted well. When staff are busy after lunch, children move around unsupervised and have access to craft equipment such as scissors. This does not usually present a risk, during guided activities, but because staff are unaware of where children are, they are not safe. In addition, staff do not sufficiently supervise children with special educational needs, who need added support in the nursery. Consequently, the individual needs of all children are not met, and this is a breach of a legal requirement. Younger children's independent skills are promoted at mealtimes. They benefit from feeding themselves with finger foods and using utensils with some assistance if required,

for example cutting foods. However, older children receive mixed messages at mealtimes because some staff serve their meals, and others promote their independence to serve themselves. This means older children's independent skills are not consistently promoted. Regular fire drills help children become familiar with the procedure so they know how to leave the premises quickly and safely. Additionally, staff talk to children about road safety awareness so they know how to keep themselves safe.

Staff help children move to school by visiting their allocated school. Staff ensure transition reports are completed and shared with teachers and parents. During circle time staff take time to read books about going to school and what they will experience, for example making new friends. Children are generally well behaved and staff praise children for their efforts while taking part in making modelling dough. Regular fire drills help children become familiar with the procedure so they know how to leave the premises quickly and safely.

Children benefit from receiving freshly made meals, which allow them to develop a secure understanding of foods that are good for them. Meals are varied and multi-cultural enabling children to try different foods and develop an understanding of similarities and differences. Additionally, staff are aware of children's dietary requirements so that they receive the correct foods. Children take part in regular outdoor play to support a healthy lifestyle. They benefit from playing on large equipment to support physical and coordination skills, for example playing stepping stones. Babies enjoy playing on ride on toys and are navigating back and forth confidently. Others enjoy playing with a balloon throwing it up in the air and chasing it to where it lands.

Staff follow adequate hygiene routines to minimise the spread of cross infection. This is because tables and children's beds are cleaned with antibacterial agents. Children are encouraged to wash their hands before mealtime. Staff remind children about the importance of hand washing by reinforcing useful information displayed in the children's toilets, for example wet, soap, rinse and dry.

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

The provider understands their responsibility to meet the safeguarding and welfare requirements. However, children's welfare is compromised because staff do not have a secure understanding of the procedures to be followed in the event of an allegation made against staff. This is a breach of a legal requirement. There are appropriate vetting procedures in place to promote children's well-being.

Management undertake staff supervision to support staff in their role and there are opportunities for staff to attend training. Staff are friendly, which allows children and parents to feel welcomed. However, most staff are new to the setting and as a result the smooth running of the nursery is in its infancy stage and to promote good outcomes for children. Systems to monitor staff practice and the quality of teaching have not effectively identified weaknesses in the deployment of staff or the organisation of group activities.

There are appropriate processes in place for self-evaluation, and the setting works closely with the local authority to develop a culture of reflective practice.

Staff have developed secure relationships with parents. A sound flow of two way communication is maintained, and parents are encouraged to contribute to children's profiles and next steps in learning. Staff share information with parents about children's daily activities and progress through on-going discussions and through the use of daily feedback sheets. Parents speak positively about the care provided and staff's observations regarding children's individual characteristics and interests. Staff demonstrate a commitment to ensuring they are familiar with supporting children's specific care needs. Consequently, meetings are held with care professionals so that they are equipped with useful information.

Children are cared for in a generally safe environment because risk assessments are undertaken to ensure potential hazards in the outdoor play area are identified, for example the broken fence. However, to ensure children take part in regular outdoor play staff make appropriate use of resources in the community, for example the local park.

The Childcare Register

The requirements for the compulsory 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).

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	EY467668
Local authority	Enfield
Inspection number	929088
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	38
Name of provider	Adeola Oluwatosin Amuludun
Date of previous inspection	not applicable
Telephone number	01992 769940

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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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