

# Hainault Forest Community Association

Hainault Forest Community Association, Community Centre, 100b Manford Way, Chigwell, Essex, IG7 4DF

<b>Inspection date</b>	05/12/2013
Previous inspection date	05/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		3
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 leadership and management of the nursery is weak because the manager and committee do not show a secure understanding of the legal requirements for the Statutory Framework for the Early Years Foundation Stage.
- The management team has not taken all necessary steps to ensure that all staff working with children are suitable to do so, which places children's safety at risk.
- Not all staff have acted in accordance with the safeguarding policies and procedures to ensure children's safety.
- The youngest children have fewer opportunities to develop physical skills with regard to their personal hygiene.

### It has the following strengths

- Staff carry out regular observations and assessments to plan appropriate activities and experiences for children.
- Key persons ensure that they form secure attachments with children to support children's personal, social and emotional development.

## **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 spoke to staff, some children, the manager and the nominated person.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of staff qualifications and suitability to be working with children.
- The inspector checked safeguarding policies and procedures, recruitment and induction procedures.
- The inspector observed the children and staff activities in the indoor and outside learning environments.

## **Inspector**

Sue Mann

## Full report

### Information about the setting

Hainault Forest Community Association opened in 1992 and registered with Ofsted in 2001. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms in a purpose-built centre.

The nursery operates Monday to Friday from 8am to 6pm, for 51 weeks of the year. There are currently 60 children on roll in the early years age group. The nursery supports children who speak English as an additional language and children with special educational needs and /or disabilities. The nursery employs 17 members of staff, 12 of whom hold appropriate childcare qualification's to at least level 3.

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

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

- ensure that every member of staff understands their responsibilities to implement all aspects of the safeguarding policy and procedures with specific reference to disclosing any changes that may affect their suitability to work with children.

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

- develop opportunities for the youngest children to manage their personal needs independently in preparation for the next stage of learning.

## Inspection judgements

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

The staff show an appropriate understanding of the learning and development requirements as set out in the Statutory Framework for the Early Years Foundation Stage. They carry out regular observations on the children, who they assess to monitor their progress in relation to their starting points. Staff gather relevant information from the parents at the start of each new care arrangement, which means that staff know children's starting points on entry. Consequently, children's on-going progress is monitored, which helps children to make consistent progress in relation to their starting points. All planning takes into account children's interests, which means that many activities are child-led and spontaneous. This means that children enjoy learning through play which interests and engages them so they are motivated to learn. Staff plan a wide range of activities for children daily. All rooms offer age-appropriate toys

and resources, between which children move freely. The youngest children enjoy playing with paint and sand in the 'messy play' area. They learn to build towers and structures using building bricks, which helps develop their problem-solving skills. A cosy, comfortable area encourages the youngest children to investigate the contents of 'treasure baskets' and wooden toys. Children become engaged in playing with brightly coloured beads in a metal pan, using wooden spoons to move the beads around the pan. Staff sit down alongside the children, using appropriate language to describe what the children are doing. This helps to develop children's communication and language development. Other children spend time moving wooden beads on wires around, working out which direction the beads move in. This play helps to develop children's hand skills as they learn to hold the beads and move them along the wires.

The older children enjoy imaginary play. They wrap up 'Christmas presents' with staff, before placing the presents in the sack and delivering them to their friends and staff. The staff further support this through Christmas themed role-play. Together, the children and staff have decorated Christmas trees, which has made the role-play areas look inviting to children. The older rooms are set out by staff to encourage children's independence through choosing what they would like to play. Children choose to play on the computer, accessing simple computer programmes on their own. They listen to the instructions and then act accordingly to match the correct answer to the question. This activity helps to support children's listening and understanding skills. Staff use sound questioning techniques consistently across all age ranges. They join in with children's play, which provides opportunities for them to ask children questions to extend their learning and help them to make connections between different parts of their life experiences.

Those staff working with the oldest children help them to learn to be independent. This enables children to be suitably ready for the next stage in their learning and the move to school. Staff use sounds and letters to help children recognise and learn the letters in their names. Older children have many opportunities to take on small responsibilities. They serve themselves food at mealtimes and put on their own coats, shoes and hats when going outdoors. This helps to build children's confidence in their own abilities in readiness for the move to school.

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

Children enjoy their time at nursery. The settling-in period helps children to build relationships with their key persons, and enables staff to gather all relevant information from the parents to help children settle in easily. For example, staff find out about children's current interests, which enables them to provide familiar toys for when children attend. Staff spend time with their key children during each day. For example, key persons change their key children's nappies and sit with them at mealtimes. This helps to provide familiarity and security for children who form strong attachments to their key persons. Staff deployment works well to ensure that there is always more than the legal requirements of staff to children. This ensures that children are adequately supervised. Staff support children to learn to manage their own behaviour. Gentle reminders work well to ensure that children move freely and safely between activities. Staff recognise when a change of routine will benefit children and offer outdoor play regularly. This enables children to 'let off steam' outside and enjoy physical play and fresh air. The staff are

safety conscious when children are outside. For example, stopping children play on the large play equipment in high wind or rain, which could pose a safety hazard. Older children talk about the dangers of climbing when the wind is strong explaining to their friends that it is too windy to climb in case the wind makes them fall. This helps children to learn how to keep themselves safe in the garden. Overall, most staff help children to learn to manage their personal hygiene routines independently and most rooms have easily accessible low level sinks. However, staff working with the youngest children miss opportunities to help them manage their personal needs well because they do things for the children, such as washing their hands.

All children meet in the dining hall for main meals. The menu is displayed on a blackboard, which creates a 'cafe' feel to the dining hall. The cook provides children with a healthy, balanced diet, which he cooks fresh daily. Children enjoy roast gammon, carrot puree and potatoes for lunch, followed by a dessert or fresh fruit, for example. Information about children's dietary requirements is gathered from parents through the child record forms. This information is put on lists in each of the rooms and in the kitchen to ensure that children's dietary requirements are known and met. In addition, each child has their own name badge, which has information about their dietary needs on the back. This allows staff to know what children can and cannot eat.

There are links in place with local schools to support older children when they leave the nursery. The staff take children to visit their new schools, which enables children to begin to learn what it will be like when they start school. The staff support children's understanding through school themed role-play and discussions. This helps to support children's move to school.

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

The provider has not ensured that all legal requirements as set out in the Statutory Framework for the Early Years Foundation Stage are implemented. This inspection took place following notification of concerns from the provider about the on-going suitability of staff. At inspection, it was found that the management team had not acted in accordance with the stipulated disciplinary and safeguarding procedures detailed in the relevant nursery policy, in order to ensure children's safety. Management have always had systems to check individual staff's on-going suitability to work with children. However, not all staff have acted in accordance with the safeguarding policy with regard to their personal responsibility to disclose any changes that affected their suitability. This was because they kept information secret that should have been disclosed. Consequently, the management was unable to ensure that all staff were suitable to be working with children. This meant that children's safety could not be assured.

The requirements of the Childcare Register are not met.

Staff all show a clear understanding of the possible signs and symptoms that might give them concerns about a child's welfare. They have a sound understanding of what to do next should they have any concerns about children in their care. The manager uses supervisions and appraisals to allow staff to discuss any concerns they may have about their own professional practices or children in their care. The staff have regular meetings, which enable the management and staff to discuss the nursery's strengths and

weaknesses. This information, along with the parents' and children's views helps the management to formulate action plans to support the continuous improvement of the nursery environment and educational programmes. Current plans are to work closer with teachers from the local primary schools to further support children's move between nursery and school.

The manager has systems in place to ensure that all new staff complete all necessary checks prior to working with children. All new staff complete a long probationary period with regular supervisions, which helps them implement the learning and development requirements. The manager ensures that she regularly checks children's learning journals to monitor the staff team's observations of children. This system ensures that staff are able to correctly identify children's current stages of learning and development, and plan relevant next learning steps to support children's progress. Consequently, children are able to make consistent progress in relation to their starting points.

The staff have sound partnerships with parents. Parents have regular opportunities to see their children's learning journals and discuss aspects of their child's learning and development. Parents have a range of information about the nursery and the educational programmes. This information enables parents to develop an understanding of the Early Years Foundation Stage and how the framework supports children's learning and development. Parents share with staff what they have seen their children doing at home. This information helps staff to plan activities to support these interests. Wider partnerships provide staff with support and guidance. These help to put in place appropriate support for children with special educational needs and/or disabilities, as well as those learning English as an additional language. Consequently, all children are able to make progress in relation to their starting points.

### 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 there are effective systems to check that any person caring for, or in regular contact with, children is suitable to work with children and is of integrity and good character (compulsory part of the Childcare Register)
- ensure there are effective systems to check that any person caring for, or in regular contact with, children is suitable to work with children and is of integrity and good character (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

<b>Unique reference number</b>	128507
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	946051
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Hainault Forest Community Association Committee
<b>Date of previous inspection</b>	05/05/2009
<b>Telephone number</b>	020 8501 6862

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *'Complaints procedure: raising concerns and making complaints about Ofsted'*, which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

