

Active Learning Childcare Hornsey

The Hornsey Club, Tivoli Road, LONDON, N8 8RG

Inspection date	27/01/2014
Previous inspection date	16/12/2010

The quality and standards of the early years provision	This inspection:	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 does not meet several requirements of the Early Years Foundation Stage, which means that children's well-being is not adequately safeguarded.
- The provider does not ensure that risk assessment procedures are rigorous in identifying and addressing all potential hazards and this puts children at significant risk.
- Although the minimum required staff-to-child ratios are met across the nursery as a whole, the deployment of staff and ratios in some rooms mean staff do not meet the individual needs of babies and toddlers sufficiently at all times of the day.
- The key person system does not ensure that strong bonds with children and links with parents are established effectively.
- The provider does not ensure that staff implement systems to plan and assess for children's individual learning and development needs consistently or that these are monitored across the nursery to ensure that all children make sufficient progress.
- Staff do not always provide appropriate activities or sufficient challenge to children, particularly during designated rest periods.
- Staff do not always follow good hygiene procedures to maintain children's health and well-being.
- Self-evaluation systems are not sufficiently robust to drive improvement quickly.

It has the following strengths

- Staff are developing their partnerships with parents by including them in parent forums and sharing information about changes to practice.
- Staff in the nursery room for older children show effective teaching skills through continual involvement in children's play and learning.

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, and checked the security of the premises.
- The inspector and manager undertook a joint observation during lunchtime.
- The inspector talked with staff and held discussions with the manager and acting deputy manager.
- 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

Catherine Greene

Full report

Information about the setting

Active Learning Childcare Hornsey is privately owned and run by the Active Learning Childcare (Guernsey) Ltd. The nursery was registered in 2005 and re-registered in 2006 to become a limited company. The nursery operates from purpose-built accommodation which is located within the grounds of a tennis and cricket club, in Crouch End, North London. Children use separate group rooms and an outside play area. The nursery is open for 51 weeks of the year, from Monday to Friday, from 7.30am to 6.30pm, with a variety of both part time and full time sessions available. The nursery is registered on the Early Years Register.

The nursery provides funded early education for three- and four-year-olds. There are currently 137 children in the early years age group on roll. There are 37 members of permanent staff working with the children alongside bank staff that cover when needed. The manager has a level six qualification in leadership and management. The majority of all other staff hold relevant early years qualifications.

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:

assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards, particularly in relation to the garden gate that is not secure

ensure that the required adult to child ratios are maintained at all times and that staff are deployed appropriately, in order to meet children's needs.

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

- improve the key person system so that every child's care is tailored to meet their individual needs, particularly when they first start attending the nursery and during rest times, to establish a settled relationship for the child and to build a relationship with their parents or carers
- ensure younger children have regular access to carefully planned learning opportunities that provide suitable challenge and interest, both indoors and outdoors, and that meet their individual needs across all areas of learning
- improve the monitoring and evaluation of educational programmes and teaching to ensure all children are consistently challenged in all areas of learning
- implement appropriate procedures to ensure the premises and equipment are clean and hygienic to keep children safe
- ensure the systems used to foster continuous improvement are robust and drive improvement quickly; make sure that self-evaluation identifies key weaknesses and monitors staff practice and development, and that priorities and targets for improvement are based on rigorous monitoring of practice.

Inspection judgements

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

Overall, the provider does not ensure that the staff team provides adequate teaching to help all children make suitable progress. Staff plan and organise a generally appropriate range of activities and resources to promote some progress for children across all areas of learning. Children decide which activities they are going to take part in and help themselves to toys and resources. They particularly learn well when staff are involved in their activities, helping them to concentrate. This better practice is significantly compromised, however, when there are not enough staff to adequately cover the ratios in each room, so not all children receive appropriate support.

Staff support children in developing their ideas for imaginative and creative play. During an art activity children and staff talked about what they are doing. Children asked questions about the different techniques they were using. The attentive member of staff explained carefully that this was in order to get a particular effect. This encouraged children to think critically and showed that children were being challenged according to their ability. A whole group construction activity promoted children's purposeful cooperative and independent play. Children experimented with different shapes and sizes using wooden blocks to create circuits and train tracks. In the garden staff helped younger children to take turns and to be patient as they took part in a sports activity and ran in a circuit while they balanced bean bags on tennis racquets.

There is an adequate assessment system used to provide the required information for parents regarding their children's learning between the ages of two and three years. Staff do plan some activities to cover the areas of learning and some staff practice is based on sufficient knowledge and understanding of how young children develop. However, staff do not consistently undertake observations to assess progress across key groups, meaning that not all children have their progress evaluated. This weakness also means that staff do not always use their observations to plan what children need to do next and to make sure that children's learning progresses. Assessment systems are not consistent across all rooms and not all staff understood and implemented the systems that are in place.

The new staff in the younger children's rooms are positive about the changes they are making to improve the outcomes for children. They are good at interacting with the children but have not been in post long enough for these changes to demonstrate improvement in children's progress. Children's attention varies and there are times when activities are too short lived, which has an impact on children's learning and development. Some quieter children less adult support to help them take part in activities, which means they are not included as much as others.

Staff support the oldest children well to help them gain some skills in readiness for school. Staff help children to learn how to write their names, and use songs and rhymes to help them to learn letter sounds. This helps prepare children for school by being able to write their names on pieces of work that they complete.

Evidence shows that staff aim to work in partnership with parents and outside professionals to support children, including those with special educational needs and/or disabilities. Discussions with parents confirm that they feel well informed about their children's learning and development and say that staff are 'good at communicating' with

them. As part of the newly established parents' forum, parents are able to make suggestions about activities they would like their children to take part in at nursery or changes they would like implemented to the organisation of the nursery, which staff have acknowledged.

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

The 'key person system' whereby individual staff take special responsibility for named children and their families, does not work effectively. For example, management does not take into account whether a particular member of staff is present to liaise with parents and work with children in the early stages of settling when organising this system. This means there is no system to provide consistency of care when the key person is absent. This results in children and their parents being distressed, demonstrating that children do not feel secure.

Most children are generally happy and settled in the nursery, however, when the 'key person' is present to help them to settle and feel secure. Children are mostly confident and have positive relationships with staff. They are learning to cooperate with each other and behave well with some good friendships evident. Adults generally prepare children for what is happening next during the day and promote their independence and choice. For example, children help tidy away when they know it is time for their mid-morning snack. They readily find their seats at the lunch table, and pour themselves additional drinks of water. Children are developing an understanding of the importance of a healthy diet as they enjoy healthy snacks and cooked lunches. Children are confident to try new tastes and textures and are encouraged to enjoy their food as they sit together in a sociable atmosphere. However, this attention to children's health and well-being is compromised because after lunch staff clean children's place mats in the sluice sink in the bathroom that is used for soil and waste products.

Staff do not organise the period after lunchtime and rest time effectively. They tell children who are not sleeping to 'be quiet' and there is not enough planned to keep them occupied if they do not want to sleep. Children walk around with little to do; the lights are switched off and blinds closed. Children who are meant to be sleeping but show signs that they are restless are told they 'must lie on the bed' whether they want to or not. Staff do not meet children's individual needs during this time.

Some staff help children to learn basic aspects of safety by reminding them to move carefully around the group rooms. The nursery front door entrance is secure and staff monitor all visitors. Staff have introduced new systems to ensure a safe handover at busy times of the day. These include a photo identity reference for adults, other than known parents, who are collecting children. In addition, children are seated in a group so that parents are able to enter rooms and talk to a member of staff about their child's day before collecting their children. Staff complete a daily risk assessment indoors and outdoors; however, on the day of the inspection, risk assessments were not carried out in the outdoor play area prior to children going out. This failure to follow procedures resulted

in an external gate being left unsecured. This weakness significantly compromises children's safety.

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

This inspection took place following notification to Ofsted of a significant incident where a child went home with the wrong adult for a short period. The nursery management followed procedures and notified the relevant agencies. Management completed an internal investigation and reviewed risk assessment and safeguarding procedures. However, this inspection found that risk assessments are still not robust enough and staff deployment does not meet the needs of all children at all times of the day. These are breaches of the Early Years Register and Ofsted will take enforcement action.

Staff know their role to protect children and can take appropriate action if they have concerns about a child's welfare. They are guided by some relevant and recently updated child protection procedures to help ensure they safeguard children appropriately. Not all staff follow stipulated procedures for health and hygiene. They do not follow food and safety legislation to clean food equipment appropriately. This places children's good health at risk.

There are effective recruitment and vetting systems to make certain that all adults working with children are cleared as suitable to do so. Senior staff and the manager have recently improved arrangements for assessing and addressing risks for the safe collection of children. However, the premises are not always safe and secure with significant weaknesses in the risk assessment processes.

Contingency plans are not always adequately organised for staff absences. Although the management is ensuring the minimum staff-to-child ratio is maintained across the nursery, at the start of the day babies and toddlers are cared for together in the toddler room. On the day of inspection there were 14 children under two years of age with three members of staff; consequently, there were times when children, including those who were new and settling in, displayed signs of being unsettled and distressed. This is a breach of requirements. In addition to this, the key person system is not organised to ensure that children newly settling have their key person present. Although the staff present try to comfort children, not all staff are always prompt in responding to children's needs for emotional support. This has an impact on the well-being of children and their sense of belonging and settling.

Management uses a self-evaluation system, but it is not effective because it has not identified significant weaknesses adequately to drive effective improvement. For example, monitoring systems have not identified that some staff do not know how to implement the assessment system effectively. The management team is aware of some of the nursery's strengths and some areas of practice that are in need of further development. The management has introduced a parents' forum to give parents the opportunity to be

involved in decision making. However, not all the areas that require improving are identified, including where legal requirements are not met. The implementation of action plans for improvement is slow, as is the rate of improvement.

Assessment systems do not promote all children's progress adequately, and activity planning is not good enough to provide children with sufficient challenge to support their learning and development at all times of the day. In addition, observation, assessment and planning procedures are not consistent across the nursery, so some children are not having their learning and development needs met.

The provider has suitable systems for promoting staff's professional development. Staff attend further training to continue to improve their knowledge and skills. Staff form positive links with other settings and providers involved with children such as local schools.

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	EY339441
Local authority	Haringey
Inspection number	949785
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	88
Number of children on roll	137
Name of provider	Active Learning Childcare (Guernsey) Ltd
Date of previous inspection	16/12/2010
Telephone number	0203 0319094

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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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