

# World of Children

51 Carlyle Road, Mission Hall, Ealing, London, W5 4BP

## Inspection date

17/03/2014

Previous inspection date

11/04/2011

## 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

- Unvetted staff are not supervised at all times; consequently, children's safety is not assured.
- Staff do not manage children's behaviour consistently, which means children are unable to learn how to manage their own behaviour through consistent messages.
- The key person system is not effective in supporting children to build solid, supportive relationships, from which they can explore and enjoy learning through play.
- Staff do not provide an environment where children can hear them modelling language, which means that children are unable to develop their communication and language skills.
- Staff do not use observations and assessment to plan for children's next steps in learning and development to meet their future needs adequately. Not all staff have appropriate knowledge and skills to promote each child's learning and developmental needs adequately.
- Fresh drinking water is not freely available to prevent children feeling thirsty. The outdoor play area is not suitably resourced to meet children's learning and developmental needs.
- Risk assessment systems do not ensure staff make the outside play area safe for children. Self-evaluation does not identify key weaknesses in practice or the effects on the children.

### **It has the following strengths**

- Staff work in partnership with parents and external professionals to help support children.

### **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 staff playing with children indoors and outside.
- The inspector checked evidence of staff's qualifications and suitability to be working with children.
- The inspector sampled risk assessments, safeguarding policies and procedures and attendance registers.
- The inspector spoke to some staff and children.
- The inspector checked children's observations, assessments and planning documentation.

### **Inspector**

Sue Mann

## **Full report**

### **Information about the setting**

World of Children Day Nursery registered in 2010 on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. The nursery is located in the London Borough of Ealing and operates from a church hall. Children have access to a secure outdoor play area.

The setting is open from 7.30am to 6.30pm. The nursery caters for children who have special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs 10 members of staff, eight of whom have appropriate early years qualifications.

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

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

- ensure that people whose suitability has not been checked, including through a Disclosure and Barring Service check, do not have unsupervised contact with children
- ensure that all staff have the knowledge and skills to respond to each child's emerging needs and interests, guiding their development through warm, positive interaction
- ensure that children have opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and develop staff's skills in using questions to extend and develop children's learning and development
- develop the use of observations and assessment to ensure that planning supports children's next steps and helps them to make progress in relation to their starting points
- ensure that every child has a key person to ensure that every child's care is tailored to meet their individual needs
- ensure that there is a nominated person who is responsible for behaviour management and who has the necessary skills to advise staff on how to consistently manage children's behaviour
- ensure that children have access to fresh drinking water at all times
- develop the outdoor play area, to provide suitable and sufficient resources to enable children to explore and use their physical skills
- ensure that risk assessments identify and minimise all hazards to children, with particular regard to the outdoor play area
- ensure the systems used to foster continuous improvement are robust; make sure that self-evaluation identifies and addresses key weaknesses, priorities and targets for improvement based on rigorous monitoring of practice

## Inspection judgements

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

Children who attend this nursery are all under two years old and are beginning to develop some physical, personal, social and emotional and language skills. However, staff do not have a suitable understanding of how to support children's learning and development. They gather information from parents at the start of each new care arrangements, which means that staff know children's abilities when they start. Staff carry out observations and assessments on children using an electronic system. Planning takes place on a monthly basis, but staff do not use information gathered from their observations and assessments to plan for children's next steps. Therefore, plans do not reflect where individual children require support. This means that children are not supported to make consistent progress in relation to their starting points.

Children play in a large open plan hall, which staff set up daily with a suitable range of activities. However, teaching is poor as staff are unable to support children to learn through play. For example, staff do not pay attention to children's investigations as they try to play with cars. Instead, they take them away and then hold them in front of children asking them which one they want. In addition, staff try to engage children in a play dough activity and move them to the table where the activity is going on. However, children clearly are uninterested and do not show a willingness to join in. Nevertheless, staff persist and place dough in children's hands. This shows that staff are not responding to children's needs or interests and miss frequent opportunities to support children's interests and investigations through warm, positive interaction. Consequently, staff demonstrate an inadequate understanding of how to support children's learning through play.

Staff do not support children to develop their communication and language skills, as they do not consistently talk to the children, using words relating to what children are playing with. For example, staff sit beside children who are playing but do not take account of what they are doing or their attempts at communicating. This means that children are not being listened to or supported to learn to develop their language skills from the babbling stage. Therefore, children are not hearing language being used appropriately nor have opportunities to hear staff repeat their words correctly back to them. Consequently, any progress children make in their language development is incidental rather than planned.

Children are able to go outside to play. However, the outdoor play area is small and when all the children are outside there is very little room for them to play. In addition, staff do not provide enough resources outside for the number of children playing. This means that children argue over the available resources. This does not support children to develop their physical skills or enjoy being outside in the fresh air.

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

Children at this nursery do not have suitable relationships with their key persons; this means that their personal, social and emotional development is not supported. Consequently, children are unsettled and do not have their emotional needs met. For example, crying children are not always soothed straight away with warm loving care from staff.

Staff do not have the necessary skills to be able to manage children's behaviour consistently. They try to tell children why their behaviour is unacceptable. For example, asking children not to throw toys as they may hurt their friends. However, staff constantly give children mixed messages. For example, they return toys which children have thrown to them, by rolling them back to children. Children respond to this by picking up the toy and throwing it back to the staff member. This does not support children to learn not to throw toys. Furthermore, staff are not able to fully manage children's behaviour at mealtimes. Children who decide that they are not going to sit at the table are left alone and ignored, while staff busy themselves serving up the food to the seated children. Staff are unable to coax children back to the table and therefore, tell them that if they do not sit down they will go without lunch. Consequently, staff are unable to manage children's behaviour suitably. This is a breach of the legal requirements of the Early Years Register and the Childcare Register.

Staff provide children with healthy options at snack and mealtimes. Children have fruit for snack and a home cooked hot meal at lunchtime, such as tuna pasta bake. However, children are not given opportunities for drinks during the session, which means that children are unable to have a drink should they become thirsty. This is a breach of the legal requirements and an action is raised.

Children who attend this nursery move on to the other nursery nearby, owned by the same provider, around their third birthday. Staff move between nurseries, covering staff absences and holidays, which means that the younger children know the staff from the other nursery prior to their move. This helps children to move confidently, as they are familiar with many of the staff who will care for them.

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

The provider of this nursery is also the manager. She has senior staff and deputy managers who are able to take charge in her absence, as she also manages the follow on nursery nearby. However, she has been concentrating more on the other nursery and consequently, has not been actively monitoring this nursery to ensure she meets requirements. This means that she has not fully identified or acted upon the significant weaknesses, resulting in a number of breaches of legal requirements for the Statutory Framework for the Early Years Foundation Stage. Consequently, actions have been raised for the Early Years Register and the Childcare Register. For example, staff are unable to manage children's behaviour suitably and do not have a nominated person, who is suitably trained to advise them on how to manage children's challenging behaviour. This means that children are unable to learn how to manage their own behaviour. In addition,

although staff carry out risk assessments on the indoor and outside environments and make effective daily checks to identify and minimise hazards to children indoors, staff do not carry out checks on the outside area with the same thoroughness. This means that staff have not seen or removed the rubbish on the ground. Consequently, children's safety is not assured.

Staff are suitably qualified and the manager ensures that staff to child ratios are met through appropriate staff deployment; this means that children are adequately supervised. However, as the key person system is not fully embedded, children are unable to form appropriate relationships with their special person. This results in them feeling uncertain and often crying. Consequently, this demonstrates their personal, social and emotional development is not adequately supported.

The manager has not been monitoring the quality of teaching or the educational programmes staff provide for children. Staff do not support children to play and explore resources or provide opportunities for purposeful planned play. In addition, information gathered through observations and assessments is not used effectively to plan for individual children's next steps. This means that children are unable to make consistent progress in relation to their starting points. Parents are able to see the planning, which is on the wall and look at their children's learning journals when they wish to. Staff provide daily verbal feedback when parents collect their children. This helps the parents to find out how their children have been during the day.

The manager has ensured that staff have an understanding of the safeguarding policy and procedures. She has provided training for her staff, so that they know what to do should they have a concern about a child in their care. Staff understand the signs and symptoms they should be alert to and who to turn to should they have any concerns.

The manager has procedures in place for recruitment; however, she generally recruits new staff from the volunteers and students who help out or who are on placement at the setting. This means that she has already had opportunities to observe their knowledge and skills. Staff complete the required checks to ensure that they are suitable to be working with children. This includes checks carried out through the Disclosure and Barring Service and the checking of references, health declarations and proof of qualifications. However, the manager does not ensure that staff who have yet to receive their completed Disclosure and Barring Service check are not left unsupervised with children. This means that children's safety cannot be fully assured as unvetted staff take children to the toilet unaccompanied.

The manager carries out supervisions and yearly appraisals for the staff. These meetings help staff to identify any additional training needs or discuss any concerns they may have about children. For example, the manager has sent a number of staff on local authority training to support their knowledge and practices for children under two years old. However, due to recent staffing changes, this training has yet to be fully implemented. The manager takes into account the views of the parents through verbal discussions and staff at regular meetings to help her evaluate the educational programmes and environment for children. However, although plans for improving the outdoor area are currently under consideration, the self-evaluation process is not effective in identifying the

strengths and key weaknesses. Consequently, there are many significant weaknesses which have not been addressed.

There are partnerships with external professionals, which mean staff can seek support and guidance should they have any concerns about children in their care. Professionals, such as speech and language therapists, support children who have special educational needs and/or disabilities. This support is complemented by links with the local children's centre. This means that children who need additional support can be assessed and individual learning plans created to help children develop and learn.

### 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's behaviour is managed in a suitable manner (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's behaviour is managed in a suitable manner (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

<b>Unique reference number</b>	EY417826
<b>Local authority</b>	Ealing
<b>Inspection number</b>	954156
<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>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Patricia Stephenson
<b>Date of previous inspection</b>	11/04/2011
<b>Telephone number</b>	07799330906

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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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