

Little Troopers Day Nursery

13 Stanley Road, OXFORD, OX4 1QY

Inspection date	10/03/2014
Previous inspection date	15/11/2010

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		3
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

- Security measures are not robust and as a result children's safety is compromised.
- Recruitment procedures are insufficient because there is no evidence to show that all staff have been vetted. There are also occasions when unvetted individuals are left unsupervised with children. This means that children's welfare is not safeguarded.
- The educational programmes for children aged over three years do not promote literacy and mathematical development well.
- Staff working with older children do not always actively help children to become independent and gain further skills to help them in the next stage of learning.
- The organisation of the nursery does not allow for learning opportunities to be maximised.

It has the following strengths

- Parents are appreciative of the friendly and caring nature of the nursery and have strong links with supportive and helpful 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 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 children's activities in each of the rooms used and the outdoor area.
- The inspector conducted a joint observation with the deputy manager and held discussions with the acting manager and members of staff
- The inspector sampled a selection of documentation including children's assessment records, planning and the setting's policies.
- The inspector took account of the views expressed by parents and carers on the day.

Inspector

Rachel Pepper

Full report

Information about the setting

Little Troopers Day Nursery is owned by a private provider and registered in 2006. The nursery operates over two floors in a semi-detached house in the centre of Oxford and the intake of children is from the local area. There is an enclosed rear garden for outdoor play. The nursery opens on weekdays all year around from 8.30am to 5.30pm. Children between the ages of 12 months and eight years attend. There are currently 25 children on roll in the early years age range. The nursery supports a number of children who are bilingual. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for the provision of free early years education to children aged two, three and four years. The nursery employs eight members of care staff; of these, five have suitable childcare qualifications which include an early years teacher and a staff member with an early years degree. Some members of staff are currently working towards higher qualifications. A chef is also employed. The nursery 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:

- implement a secure entry system where children are safeguarded against any unauthorised persons accessing the premises and make sure that children cannot leave the premises unsupervised.
- ensure Disclosure and Barring Service clearance records for all staff are held on the premises and that unvetted staff are not left unsupervised with children.
- promote opportunities for older children to develop skills for literacy and mathematics, for example by providing resources for children to practise writing their own name and using mathematical language in everyday activities.

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

- develop practitioners skills to challenge older children to think and do things for themselves, such as by identifying their own personal needs and serving themselves at all mealtimes
- organise the daily routine for older children to promote more child initiated play, maximising learning opportunities.

Inspection judgements

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

Staff appear to have a good understanding of the Statutory Framework for the Early Years Foundation Stage, although its implementation and the quality of teaching at this setting is variable. This means that children are not always progressing as well as they might. Observations and assessments are carried out on each child and learning journals updated regularly using the information to plan children's next steps in learning. For example children who are bilingual are encouraged to speak in both languages using small voice recorders. Observations of words spoken are used to plan an activity using tubes, to further extend their developing vocabulary. Weekly planning sheets are in place for all rooms and these cover the seven areas of learning, aiming to offer a well-balanced selection of activities and experiences for each child, taking account of their particular needs. However these are not always implemented effectively across the nursery. Staff are aware of how to support children with specific needs to ensure that they are making good progress towards the learning goals and assessment sheets are used to ascertain each child's starting points. Within this younger age range many activities are planned to cover the prime areas of learning such as story time, block building and play dough making. While enjoying the book about a tiger who came to tea children are fully involved and encouraged to predict what may happen next, challenging their thinking. Staff remind children how they must use kind hands on each other and ask how they think the character in the book may be feeling, promoting their understanding of personal, social and emotional development. Younger children are responded to well, reassured when in distress and listened to when contributing to the discussion, promoting each child's self-esteem and making them feel valued. Children use their developing physical skills when building with blocks and use small cutters to make shapes, supported appropriately by staff.

Attempts are made to carry out activities for children aged from three to five years in line with the specific areas of learning, such as literacy and mathematics, but many opportunities are missed by staff where learning could be extended. For example, a child requesting additional resources to write with during a phonics activity is told 'you can draw later' and limited, if any, mathematical language is used within these activities. Staff are unaware of children who are becoming disengaged and younger children who are listening are removed for small group work. This shows that activities are not always successfully tailored to meet all children's individual needs. As a result, children in the older age range are not being prepared well for the next steps in their learning. Consequently school readiness is not being actively promoted.

Relationships with parents in the nursery are strong and many attempts are made to engage them in educational programmes, offering continuity between home and the nursery for each child. An example of this is a recent Early Years Foundation Stage evening where staff shared information with the parents about the framework. Children's learning journals are available for parents to share in their child's experiences at nursery and offer important information about learning at home. Regular parents' meetings are also offered and adapted to suit busy work commitments, showing how the staff are

proactive in their approach to involve parents in their children's learning.

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

Children's well-being is compromised because insufficient consideration is given to ensure security and safeguarding measures are robust. Nevertheless, children have a real sense of belonging. This is achieved through having their own name pegs, drawers, cups and placemats identified by their own pictures. Additional photos of family members are also placed around the setting, especially within quiet areas, offering comfort and support when children may be feeling vulnerable. A key person system is in place which parents are aware of and are determined by the child themselves as to who they bond with first, ensuring that strong attachments are formed. During transitions children are supported well, such as a child who is given extra cuddles as it is his first day back since a sibling has arrived and a little girl who is kept a close eye on as it is her first full day, highlighting how staff are sensitive to individual children's needs. Parents are fully involved during this time and information is shared on a daily basis ensuring consistency.

The nursery is well resourced and has a fully enclosed secure play area with suitable equipment for children to explore and develop their physical agility, such as a climbing frame and slide. There is also a separate area for the under twos with saucepans to reach up to, encouraging movement. Opportunities for outdoor play and fresh air are incorporated within planning twice a day, promoting healthy lifestyles. This is further supported by the well balanced, nutritious meals prepared by the nursery chef. Mealtimes are sociable occasions but the learning opportunities they offer are not fully embraced. For example, opportunities for children to develop independence skills are missed as the table is laid by adults and food is served to them. Children are beginning to acquire a basic understanding of risk as they are asked to blow pasta that is hot and watch staff clear up water spillages on several occasions, to prevent them slipping. Children's allergies are catered for and children with food intolerances show awareness of foods to avoid to keep themselves well. Safe hygiene practices are encouraged as children are asked to cover their mouth when coughing and are reminded to wash their hands after using the toilet. The behaviour management within the setting is effective as staff model good manners, such as asking the children to say please and thank you, and encouraging children to be kind to each other. Children are seen to play well together.

The structured organisation of the room for older children restricts children's ability to initiate play using the appealing resources, following their own ideas. Mandatory rest and refreshment times, although aimed to support children's best interests are in fact minimising their opportunities. They are not encouraged to identify their own needs and requirements, such as when they are tired or thirsty, again limiting their independence. Therefore children are not developing skills to manage their own personal needs.

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

Although the acting manager of the nursery is enthusiastic and extremely keen on making improvements, there are significant weaknesses in the provision that impact upon children's safety and well-being. Some systems put in place to safeguard children are ineffective and children are being placed at direct risk of harm. Although children may feel secure while at nursery, access to the setting is through an ineffective keypad system where parents or any other person they share the code with can enter the premises and walk directly into rooms where children are being cared for. Reasonable steps are not being taken to prevent unauthorised people entering the premises or to ensure that children cannot leave the premises unsupervised. This means safeguarding and welfare requirements of the Early Years Foundation Stage and associated requirements of the Childcare Register are not being met. In addition to an insecure entrance system, full Disclosure and Barring Service (DBS) records are not held at the setting for all staff and therefore the suitability of all staff working with children cannot be assured. Although ratios throughout the children's rooms are maintained, staff still awaiting DBS clearance are being left unsupervised at times with children, placing them at risk. This highlights that there is too little understanding of the safeguarding and welfare requirements at present.

The acting manager implements some effective measures to help staff to understand their roles and responsibilities. Many new members of staff have joined the team over the last year. They have received suitable inductions, ensuring that they are aware of and can enforce the nursery policies and procedures. Regular appraisals with the acting manager help to identify training needs. Staff are encouraged to further their knowledge through training. The acting manager has clear plans to create training opportunities for staff, including safeguarding training by April 2014 for all staff to update their awareness of identifying and reporting any concerns. However, staff practice is not successfully monitored. The weaknesses in teaching and the educational programmes for children aged three to five years are not identified.

The setting's policies and procedures are still in the process of being updated but parents are kept informed of any important information, such as, procedures for mobile phone and camera use. The acting manager explains that the significant turnover of staff has affected her ability to evaluate all aspects of the provision fully. She has focused on inducting and supporting new staff so they understand their role and responsibilities. She is only now beginning to evaluate the effectiveness of the wider provision. This means that evidence of improvement since the last inspection is lacking and weaknesses identified during this inspection have not been identified. The acting manager visits other settings to get ideas for improvement and has plans to continue this to share practice ideas. The acting manager has close connections to three children's centres. The centres offer additional support and advice as needed for both staff and parents. Pride is taken in the relationship staff have with parents and this is reciprocated by all parents and carers spoken to who only have the upmost praise for the nursery. The acting manager recognises the importance of gaining feedback from parents and plans to use annual questionnaires to gather their views.

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:

- implement effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register).
- implement effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access childcare, or where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (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	EY340742
Local authority	Oxfordshire
Inspection number	828378
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	25
Name of provider	Little Troopers Day Nursery Ltd
Date of previous inspection	15/11/2010
Telephone number	01865 793 322

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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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Piccadilly Gate
Store St
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