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CMA Nursery
26 Lampard Grove
London
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Our Reference EY314096

Dear C.M.A. Community Nursery Ltd

Monitoring for provision judged as inadequate

An Ofsted inspector, Gillian Karen Joseph, monitored your provision on 02/04/2014 following your inspection where the provision was judged to be inadequate.

Outcome of monitoring

As a result of our inspection on 16/01/2014, we sent you a welfare requirements notice. The actions you were set are included at the end of this letter.

The welfare requirement notice required you ensure that the safeguarding policy meets the requirements of the Local Safeguarding Children's Board and that it includes an explanation of the action to be taken in the event of an allegation being made against a member of staff. The notice also stated that you must ensure that all staff understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and are able to identify signs of possible abuse and neglect at the earliest opportunity, responding in a timely and appropriate way. Furthermore it stated that you must devise and implement an effective behaviour management policy and procedures to support children's development.

In addition you were sent a notice to improve, this required you to:

take all reasonable steps to prevent unauthorised persons entering the premises and children leaving unsupervised, and have an agreed procedure for checking the identity of visitors,

ensure children have regular access to carefully planned learning opportunities that provide suitable challenge and interest, both indoors and outside, and that meet their individual needs across the seven areas of learning,

plan and guide children's activities, through an appropriate range of resources across the areas of learning, reflecting on the different ways children learn, how they play and explore and become active learners, enabling them to create and think critically,

improve the educational programme for expressive arts and design to give children opportunities to explore and imaginatively use an appropriate range of different media and materials,

improve the educational programme for understanding the world by ensuring that children develop knowledge of cultures other than their own and learn about similarities and differences between their families and others,

improve the key person system, particularly in relation to sharing information between the key persons, to ensure that every child's learning and care is tailored to meet their individual needs, including children with special educational needs and/or disabilities,

ensure fresh drinking water is available and accessible to children at all times,

ensure that children have sufficient opportunities to learn and reach a good standard in the English language during the Early Years Foundation Stage, and when assessing children's communication, language and literacy skills, staff must assess children's skills in English.

A monitoring visit was completed on 02 April 2014. The evidence gathered at the visit identifies that you and the staff team are working collectively and you are encouraging the staff through meetings and supervision sessions to contribute to the improvement programme. You are working closely with your local authority development team to start to address the areas requiring improvement. Some of the work already completed means that you have made the required improvement in relation to the welfare requirement notice. Improvements in relation to the notices to improve are variable, in some instances the improvements are in the early stages and are not yet fully imbedded in practice. There are also some areas where you have not yet made sufficient and effective progress or the timescale for completing the improvement had not yet been reached at the time of the visit.

You have reviewed the safeguarding policy and this has been expanded to include guidance on whistleblowing and the use of mobile phones. This is now a more comprehensive document which has been shared with staff and provides them with the relevant and necessary information to guide their practice and improve the safeguards for children's welfare.

The established staff team have completed safeguarding training and training is planned for newly appointed staff. The male staff team recently completed safeguarding training and this has made them more knowledgeable on child protection and safeguarding practice. The staff spoken to were clear about their roles and responsibilities and confident about the procedures which must be followed if there are concerns about a child's welfare, or if an allegation is made against a staff member. This improved awareness means that children will be better safeguarded whilst in the care of the nursery.

Children's behaviour is being managed more effectively because you have worked with the staff team to improve their awareness of balancing appropriate risk taking with safe behaviour. In addition you have employed extra staff to increase ratios and this has led to effective staff deployment. The behaviour management policy has been reviewed and this provides clear guidance on positive behaviour strategies to promote children's understanding and self-discipline.

Security procedures to protect children from the potential of unauthorised persons gaining access to the premises has been strengthened as systems are more rigorous than previously. A signing in and out procedure has been implemented and access to the premises is controlled. Furthermore you have identified additional measures which you believe will continue to improve the overall security.

The planning of children's activities across the seven areas of learning is still in the progress stage, it is not yet well established in all areas and does not always take account of every child's interests. Some individual learning records are clearly recorded but others lack clear details for next steps and observations are recorded out of date order. More work needs to be done to ensure that the planning captures all children's interest and informs the learning programme for both indoors and outdoors.

Strides have been taken to improve the range of resources across the different areas of learning. You have liaised closely with your development officer to review each area of learning and identify what is needed. New resources have been ordered and are beginning to come through. In addition the rooms are being reorganised into the defined areas of learning. The improvements are filtering through and are having a positive impact on the learning environment and children's experiences although there is still more that needs to be done.

You are helping staff to review their practice and promote the teaching and learning that is achieved through the process of making and doing, and messy play. Staff are beginning to confidently balance this type of learning alongside more structured learning activities such as the use of work sheets. Children now have more opportunities to enjoy imaginative play and use different materials to extend their creativity through the access of exploratory play materials. This progress needs to continue and become imbedded.

You explained that children have opportunities to learn about other cultures through the Sedras. They are made aware of the different festivals although these are not taught or celebrated. Books are also available to help children to develop their understanding of diversity. Children are taken on outings to the different local shops so that they experience the wider community. Through themes such as 'people who help us' you invite people from different backgrounds to talk to the children about their roles. This helps children value others.

Although there is a system to ensure that staff share significant information relating to children with you, there are no established procedures for direct sharing of

information between the morning and afternoon key person staff. As a result children's individual care and learning needs are not adequately promoted between the two staff groups. You are aware that practice must be improved at hand over time between the staff groups to enable children's needs to be securely promoted. Progress in this area will be reviewed at the next monitoring visit.

Children's good health is being promoted as you now ensure that fresh drinking water is readily available in each room throughout the day.

At the time of the visit the timescale had not yet been reached for the notice to improve regarding providing opportunities for children to learn and reach a good standard in the English language. However the programme had been started, for example resources are being labelled in both English and Yiddish. Additionally the English alphabet is displayed and children are starting to sing some nursery rhymes in English. Progress will be assessed at the next monitoring visit.

Having considered all the evidence, the inspector is of the opinion that the setting has not taken prompt and effective action to address the points for improvement.

Next steps

The next step will be further monitoring.

If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson
National Director, Early Education

Actions

Action	Due date	Closed date
ensure that children have sufficient opportunities to learn and reach a good standard in the English language during the Early Years Foundation Stage, and when assessing children's communication, language and literacy skills, staff must assess children's skills in English	20/04/2014	
improve the key person system, particularly in relation to sharing information between the key persons, to ensure that every child's learning and care is tailored to meet their individual needs, including children with special educational needs and/or disabilities	14/03/2014	
ensure fresh drinking water is available and accessible to children at all times	28/02/2014	02/04/2014
take all reasonable steps to prevent unauthorised persons entering the premises and children leaving unsupervised, and have an agreed procedure for checking the identity of visitors	28/02/2014	02/04/2014
ensure children have regular access to carefully planned learning opportunities that provide suitable challenge and interest, both indoors and outside, and that meet their individual needs across the seven areas of learning	14/03/2014	
plan and guide children's activities, through an appropriate range of resources across the areas of learning, reflecting on the different ways children learn, how they play and explore and become active learners, enabling them to create and thinking critically	14/03/2014	
improve the educational programme for expressive arts and design to give children opportunities to explore and imaginatively use an appropriate range of different media and materials	14/03/2014	02/04/2014
improve the educational programme for	14/03/2014	02/04/2014

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understanding the world by ensuring that children develop knowledge of cultures other than their own and learn about similarities and differences between their families and others.

ensure that the safeguarding policy meets the requirements of the Local Safeguarding Children's Board and that it includes an explanation of the action to be taken in the event of an allegation being made against a member of staff 14/03/2014 02/04/2014

ensure that all staff understand the safeguarding policy and procedures, have up to date knowledge of safeguarding issues, and are able to identify signs of possible abuse and neglect at the earliest opportunity, responding in a timely and appropriate way 14/03/2014 02/04/2014

devise and implement an effective behaviour management policy and procedures to support children's development 14/03/2014 02/04/2014