

St Michaels Nursery

All Souls Church Hall, Station Road, LONDON, NW10 4UJ

Inspection date

16/04/2014

Previous inspection date

17/04/2012

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

- Safeguarding procedures are not implemented effectively and recruitment and vetting procedures are not robust. As a result, children's safety and welfare are compromised.
- There are inconsistencies in the quality of teaching and staff do not adequately consider the individual needs and interests of each child. Therefore, children do not make as much progress in their learning as they should.
- Systems to involve parents in children's continuous learning and development are not effective.
- The systems for self-evaluation and reflective practice are inadequate, as the provider and manager do not identify key weaknesses in respect of legal requirements.
- Ofsted has not been informed of changes to management, which is a breach of requirements.

It has the following strengths

- Children receive praise for their efforts and achievements, which supports their self-esteem and confidence.

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 looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector spoke with children, the management and staff at appropriate times throughout the day.
- The inspector observed staff engaging with children at play.
- The inspector spoke to parents to gain their views and opinions.
- A joint observation was carried out with the manager while children played in the garden.

Inspector

Victoria Vasiliadis

Full report

Information about the setting

St Michaels Nursery registered in 2011. The nursery is open each weekday from 8am to 6pm all year round, except for one week over the Christmas period and all bank holidays. It is situated in a church hall in Harlesden in the London Borough of Brent. The nursery is one of four nurseries privately owned by St Michaels Nursery Limited. The premises consist of a main hall and a separate baby room. There is a secure outdoor space available for the children.

The nursery is registered on the Early Years Register and there are currently 70 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

There are 15 members of staff who work directly with the children, including the manager who holds a foundation degree. There are five members of staff who hold level 3 qualifications and eight staff with level 2 qualifications. There is one member of staff working towards a recognised qualification.

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:

ensure that the safeguarding policy and procedures are implemented effectively if an allegation is made against a member of staff

ensure that all staff, including the designated person for safeguarding, fully understands the setting's safeguarding policy and procedures

ensure that agencies with statutory responsibilities for safeguarding are notified without delay if there are concerns about children's safety and welfare.

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

- implement effective systems to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable; this is with particular regard to recording information about the vetting of staff.
- inform staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children
- share information with parents as appropriate to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met
- improve the delivery of the education programme by developing consistency in the quality of teaching to further improve children's communication and language skills
- develop staff's knowledge of the learning and development requirements in order that they effectively consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- develop effective systems to encourage parents to support their children's learning at home

Inspection judgements

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

The quality of teaching is variable and staff do not fully support children's learning and development. During the morning session, babies and older children all play in one main room. However, staff do not notice that some of the older babies sit in chairs unoccupied and unengaged. For example, one baby sits for up to 20 minutes with a single puzzle piece while another sits with no toys at all for almost the same length of time. Additionally, older children are not consistently challenged to help to develop their skills and learning. For example, a capable pre-school child sits with a four piece puzzle which he is clearly able to complete over and over. However, staff do not notice this and therefore do not respond to provide further challenges in his learning.

Staff do not adequately support children's communication and language skills. They do not consistently pose open-ended questions, model language, or enable children to explore ideas. When some staff do ask children questions, they do not allow them sufficient time to respond. Therefore they end up answering for the child, which does not support children's language development. Those adults working with babies do not always follow children's lead. For example, babies take great delight in playing with the water as they splash with their hands and feet. However, staff move the babies from the activity after a short period and then move them on to another activity. As a result, children are not enabled to become deeply involved in their play or explore.

Each of the children has their own learning journals, with observations of their progress and development and next steps. However, staff do not use the information effectively in order to plan for the individual needs, interests and stages of development of each child. Consequently, children do not make as much progress as they should, given their starting points and capabilities. This has an effect on their readiness for school and next stage of learning. There are some systems in place to share information with parents about children's progress, such as parent evenings. However, much of the information shared, particularly for the younger children, focuses on care practices. As a result, parents are not effectively informed of what their child is learning in order to further support children's learning at home.

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

Children's well-being is compromised by the weakness in leadership and management regarding safeguarding.

Many of the children have formed positive relationships with those adults who care for them. For example, when they arrive, staff welcome the children with a smile and by name. Children come straight over to their key person for hugs and cuddles and when ready, they confidently go off to their chosen activities. Children behave well in respect of their ages and level of understanding. They begin to learn right from wrong and when one

child hurts another, staff remind children to say sorry. Children begin to develop an understanding of diversity and the wider world. They celebrate festivals such as Chinese New Year and Diwali. However, the environment and resources are not consistently used well enough to provide challenge for all children, or to engage their interests. For example, there are periods of time when children sit unengaged which goes unnoticed by staff.

Children begin to learn about their own safety. For example, staff remind children to hold on tight as they sit on the see-saw. Staff talk to children in a kind manner and praise children for their efforts and achievements. Some staff engage in playful interactions with children. For example, staff play catch with children in the garden, which they thoroughly enjoy as they laugh in excitement. The staff adequately support children to develop a healthy lifestyle in relation to their ages and understanding. They encourage children to use their physical skills when out in the garden. Older children take great delight in practising their kicking skills as they kick balls around the garden. Toddlers practise their walking skills as they pull to standing and cruise around objects. Children enjoy the healthy meals provided by the nursery, which take account of their dietary requirements and allergies. Some staff talk to children about why eating healthy and nutritious food is good for their bodies. This helps children to begin to develop an understanding of these links.

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

The provider and manager do not meet the safeguarding and welfare requirements as set out in the Statutory Framework for the Early Years Foundation Stage. In addition, they are also not meeting the learning and development requirements. This results in several breaches of requirements which compromise children's safety, welfare and learning. Furthermore, the provider has not notified Ofsted of a change in management. Although the provider states that she has done this, there is no evidence to demonstrate that this notification has taken place. Ofsted will not take action for this non-notification on this occasion.

This inspection took place following concerns received by Ofsted about how the nursery deals with allegations of harm and complaints from parents. The inspection found that there is an appropriate complaints policy in place and a log of complaints. However, the provider and manager have failed to understand their roles and responsibilities in relation to protecting children, particularly in respect of when dealing with allegations of harm. Additionally, the provider and manager do not comply with Local Safeguarding Children Board procedures as required. For example, the manager and company solicitor asks children questions about what they may have seen, without consent being obtained from their parents. This demonstrates management do not have adequate regard to the children's welfare. Management also conduct their own investigations and conclude these without fully considering all available evidence and the impact on children's well-being.

Staff who work with children demonstrate a suitable understanding of some of the

possible indicators that children may display if being harmed. They also know that they must report any concerns to the designated person and how to whistle blow should the need arise. However, the provider and manager do not adequately safeguard children as robust vetting and recruitment procedures are not maintained. There is evidence of Disclosure and Barring Service checks for all staff. However the manager and provider do not routinely seek references to check staff's previous employment history. This means that they do not effectively assess the applicant's suitability to work with children. In addition, they do not monitor staff's ongoing suitability to ensure they remain fit to work with children. For example, staff are not informed that they must disclose any convictions, cautions, court orders, reprimands or warnings which may affect their suitability to work with children. As a result children's safety and well-being are put at risk.

There are systems to support staff in their continuous professional development and to access training. However, the provider and manager place too little focus on monitoring the effectiveness of the educational programme and the quality of teaching. Consequently, children's development is not as good as it should be, given their starting points. Additionally, the management team has failed to address key areas for improvement to ensure that children are adequately protected and safeguarded.

Staff have sound relationships with parents and carers. They talk to parents at the beginning and end of each day to exchange information about the child's welfare. For example, they discuss children's sleeping and eating routines. There is a notice board available which holds some information about the nursery's registration, policies and procedures and their planning. However, effective systems to involve parents in children's continuous learning and development are not fully effective.

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	EY436727
Local authority	Brent
Inspection number	968531
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	70
Name of provider	St Michaels Nursery Limited
Date of previous inspection	17/04/2012
Telephone number	02088380085

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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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