

Acton Yochien

Queens Drive Pavillion, Queens Drive, London, W3 0HT

Inspection date

Previous inspection date

14/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 management's knowledge of the Early Years Foundation Stage is weak, which results in a number of requirements not being met, including the systems for vetting and recruitment. In addition, the provider has not notified Ofsted of a significant event.
- The provider's current arrangements for deploying staff are not effective, which reduces staff's ability to meet the children's learning and developmental needs.
- Systems for assessment are not clear enough to enable other providers and professionals to become fully involved in supporting children's individual learning.
- Communication systems do not successfully engage parents who do not speak Japanese to contribute to and access detail about their children's progress. This limits the opportunities of some children to continue their learning at home.
- Staff do not offer enough quality resources to extend children's opportunities to explore real materials and textures and enhance their imaginative play.

It has the following strengths

- Children access a wide mixture of structured and free-flow activities. The routines incorporate physical exercise and elements of daily life activities. As a result, children develop healthy lifestyles and independence.

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 had a tour of the premises and observed children's activities and play inside and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the provider and the manager of the setting to discuss how they meet the requirements for the Early Years Foundation Stage.
- The inspector took account of the views of the parents.
- The inspector sampled the Japanese school's policies and procedure and required documentation.

Inspector

Carolina Montesinos Zamora

Full report

Information about the setting

Acton Yochien is one of two Japanese nursery schools run by Maeda Gakuen Yochien and it is located in Acton, in the London Borough of Ealing. It opened in 1993 and it is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery school admits children aged from two to six years and most of them speak Japanese as their first language, and learn English as an additional language. The vast majority of the staff are Japanese. The nursery school is open every weekday from 9am to 2.45pm term time only. All children share access to an enclosed outdoor play area. There are currently 80 children on roll of which 55 are in the early years age range. The nursery school receives funding for the provision of free early education for children aged three and four years. Most of the children attending come from expatriate Japanese families living in the local community. Japanese is the main language spoken in the nursery school. The nursery school employs 16 staff, of whom eight hold a level 3 early years qualification.

What the setting needs to do to improve further

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

- ensure all adults who work with, or have regular contact with, children obtain an enhanced Disclosure and Barring Service check
- implement robust recruitment systems to ensure children are safeguarded effectively, for example by obtaining references to demonstrate staff's experience and ability to carry out their role
- ensure staffing arrangements enable suitably qualified staff to be deployed effectively to meet the children's needs at all times
- ensure the management have a secure knowledge of the requirements for the Early Years Foundation Stage to implement these effectively to improve outcomes for all children

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

- strengthen opportunities for all parents to contribute more information about what children do at home, and use this shared knowledge to plan together to move children forward in their learning
- improve the quality of resources available to children in order to extend their opportunities to explore real materials and textures and enhance their imaginative play
- extend the systems to assess children's progress and development to complement and support children's individual learning, for example by making the assessments available in English so that the information can be shared with other professionals and providers when required.

Inspection judgements

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

The management and staff take generally positive steps to meet the needs of the range of children attending. However, the weaknesses identified in the vetting and recruitment systems mean children are not adequately safeguarded. Therefore, the learning environment is not as safe as it could be to fully promote children's learning and development. Overall, children access some interesting experiences which promote their

learning, such as gardening, and they engage readily in the activities provided. The planning of the environment ensures there is a mixture of self-chosen and adult-directed, more structured activities. However, staff do not offer enough quality resources to extend children's opportunities to explore real materials and textures and enhance their imaginative play. This is more evident in the older age groups, where there is a large amount of well-used plastic resources, such as large blocks, train tracks and role play tea sets.

Staff make observations of their key children and are beginning to introduce a more balanced bilingual curriculum. They assess children's progress, including completing the progress checks for two-year-old children and the summative assessments at the end of the Early Years Foundation Stage, although these assessments are completed in Japanese, rather than English. This means that, without translation, children's progress is not clear, which limits the accessibility of information for others, particularly professionals and schools. This means children who will go on to local state schools rather than the Japanese school, and children who need additional support, are not always being effectively prepared for their next steps in learning. Parents generally speak positively of the staff team and feel that there are systems for regular communication in place. However, these systems do not successfully engage all parents. Parents who do not speak Japanese have fewer opportunities to contribute to and receive details about their children's progress. This limits the opportunities of some children to continue their learning at home.

Children enjoy participating in activities because staff are caring and promote their personal, social and emotional development by being available to them when they seek help, and by being kind in their approach. Children develop their physical skills through a number of activities promoting large and finer movements. For example, children have sports sessions every day and learn early writing skills through using chopsticks at lunch-time and learning to write Japanese script. Children look forward to showing their achievements. At the time of the visit, children were learning skipping skills in preparation for the races and the nursery school's sports day.

Children enjoy their English sessions in the morning. An English member of staff helps young children learn to label parts of their bodies and greet each other in English as they sing songs and follow the staff's actions. This means staff plan some activities to encourage children's language acquisition in English through fun, play experiences. However, although half the staff are suitably qualified and have completed suitability checks, staffing arrangements do not ensure the staff deployed to work with the children are able to meet their learning and development needs. This is because some of the staff working with the children have not completed their Disclosure and Barring Service checks. In addition, some staff are unqualified and therefore do not have sufficient understanding of how children learn and develop. These weaknesses put children at risk, and limit children's progress through effective learning experiences. Staff engage with the children, but in some cases interactions are less purposeful. For example, some staff were observed sitting near the children in the role play area but they did not add to their learning by extending resources or continuing play to the different areas of the classroom. Therefore, this demonstrates the quality of teaching is variable.

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

Children's well-being is not assured because of the weaknesses identified in the vetting and recruitment systems which compromise their safety and well-being. Nonetheless, the provider has made arrangements for all staff to attend basic training on safeguarding and child protection and one of the managers has an advanced certificate in safeguarding children. They can identify and talk about aspects of child protection and procedures they would follow should they have concerns. There are signs and flow charts displayed, which instruct staff and parents on procedures to follow if there are concerns about a child. However, the management generally lack a clear understanding of the requirements of the Early Years Foundation Stage, which means that overall staff do not adequately promote the welfare of the children.

There is a key-person system in place and this helps children manage change during settling-in times. Parents speak of the positive relationship with the caring staff team, who are flexible and supportive. There is a calm atmosphere in this Japanese nursery school. Children are praised when they do well and display good attitudes. This builds their self-esteem and confidence. Staff are kind and use soft voices with the children. They set clear boundaries and help children learn to take turns and use good manners. For example, children happily sing a song and give thanks before having a meal. Also, when they need it, children ask calmly and wait patiently for help with opening their lunch boxes. Children also learn to tidy after themselves during meal times and as they play. Therefore, children demonstrate they are well-behaved throughout the nursery school and they cooperate and play well with each other.

Children learn to adopt healthy lifestyles and are developing good personal hygiene routines with support from staff. Meals are varied. Children have packed lunch twice a week and traditional meals the rest of the days. Staff ensure all meals are healthy and nutritious and children are encouraged to make healthy choices. Children develop independence as they become familiar with the routines. They have individual places to store their belongings, collect the lunch boxes and eat independently. Staff give children appropriate support in managing coats, hats and shoes as they prepare for play outdoors. Additionally, children achieve independence in hygiene and managing their personal care as they learn to brush their teeth independently after a meal. This helps prepare children for the next steps in their future learning at school. Staff make sure that any allergies and special dietary requirements are specifically catered for. They hold first-aid certificates so they can deal with children's minor injuries. In addition, staff follow their medication policy and do not administer any non-prescribed medication to children. When children are unwell, staff call the parents immediately to inform them and arrange collection as necessary. Children benefit from regular fresh air and exercise during outdoor play and sports sessions.

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

The provider has failed to inform Ofsted of a significant event regarding a change of manager at the setting. It is a requirement to do so. On this occasion Ofsted do not intend to take any further action. However, this demonstrates there is a lack of understanding of the legal requirements for the Early Years Foundation Stage and the Childcare Register. As a result of this weak understanding, there are further breaches of the requirements, showing that leadership and management of the nursery school is inadequate.

The management are unable to provide evidence of all staff's suitability to be working with children. Not all staff's enhanced Disclosure and Barring Service checks have been obtained and no references or identity checks are completed for some members of staff. This means that it is not possible to know if all staff working with children are suitable and therefore children's safety is put at risk. Furthermore, the provider's current arrangements for deployment of staff do not meet the requirements. This is because, at times there are insufficient qualified staff working directly with the children on a consistent basis. This compromises the staff's ability to meet needs of the children. There are policies and procedures in place, which are made available for parents upon request, and systems for induction, supervision and appraisal. However, these systems are not yet robust enough to ensure the ongoing suitability of the staff.

Staff conduct daily checks of the premises and record any action taken to remove or minimise potential hazards. They also carry out risk assessments for outings and ensure they take all necessary information, a first-aid kit and a nursery school mobile phone with them. Children participate in learning about being safe by discussing aspects of safety on the bus with the staff and wearing high visibility vests when they leave the school's premises.

The management has some understanding of the learning and development requirements. The manager knows the correct procedures to follow when staff's assessments show that children are falling behind in their learning. The management has established some relationships with external agencies, such as speech and language therapists, in order to provide additional support for children. However, the communication systems are not fully effective due to children's assessment records not being currently accessible in English. In addition, some of the staff are not confident speaking English in order to communicate with parents or professionals who do not speak Japanese.

Generally, most parents have access to information about their children and there are information boards in each of the nursery school classrooms. 'Classroom letters' written in Japanese give parents who read Japanese information about the forthcoming events and focused activities. This means that these parents feel valued and are encouraged to be involved. For example, parents encourage their children to participate in special events by providing costumes for special themed days. However, there are some communication difficulties for parents who do not speak Japanese. Parents spoken to during the inspection were very positive about the nursery school. Parents say they are pleased with their children's progress.

The provider has a positive attitude towards development; however breaches to the requirements limit their ability to drive improvement. The nursery is receiving support from the early years team of the local authority and the provider is keen to implement a

development plan. As part of this, the staff are implementing a new English curriculum and are in the process of making all documentation available also in English.

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 there are 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 there are 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)

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	EY303993
Local authority	Ealing
Inspection number	950895
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	64
Number of children on roll	80
Name of provider	Golders Hill School Ltd.
Date of previous inspection	not applicable
Telephone number	020 8343 2191

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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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