

# Auden Place Community Nursery

1 Auden Place, Manley Street, LONDON, NW1 8LT

<b>Inspection date</b>	13/03/2014
Previous inspection date	15/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 process of risk assessment is ineffective; as a result hazards remain accessible to children, compromising their safety.
- Some staff are unclear of their roles and responsibilities which prevent them from knowing how to support children's individual learning and development and the implementation of the daily routine .
- There are inconsistencies in practise, planning and delivery of the educational programs and teaching in different rooms within the nursery. This results in a varied approach to how staff deliver the educational programmes.
- The systems for assessing suitability of staff are not fully effective.
- The organisation of large group time is not effective and as a result, staff do not meet the needs of individual children at these times.
- The process of self-evaluation does not identify weaknesses in practice which prevents management from putting steps in place to make improvements.

### It has the following strengths

- The staff work in partnership with parents and there are effective methods to enable them to contribute to the running of the nursery through the management committee.
- Older children have regular opportunities to take part in Forest School activities, which enable them to use a range of tools and natural materials, to explore and investigate.

## 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 spoke to parents and the chair of the management committee to gain their views on the service provided.
- The inspector conducted a joint observation during a Forest School lesson with the curriculum leader.
- The inspector sampled a range of documentation.
- The inspector observed interaction between staff and children both indoors and outdoors.

## Inspector

Maria Conroy

## **Full report**

### **Information about the setting**

Auden Place Nursery registered in 1995. The nursery is a voluntary sector provision, run by a parent committee. It operates from six rooms in a four-storey building that has been adapted for use as a nursery. The nursery has access to two small secure enclosed outdoor play areas. It is situated in a residential area of Primrose Hill in the Borough of Camden and serves the local and surrounding community. It is open each week day from 7.30am to 6.30pm for 51 weeks of the year, and is closed for five inset days for training throughout the year. The nursery is registered on the Early Years Register. There are currently 92 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 who speak English as an additional language and children with special educational needs and/or disabilities. There are 32 members of staff, 29 of whom hold early years qualifications to at least level 2. One member of staff is Early Years Professional Status. In addition, the nursery employs a two kitchen staff.

### **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 risk assessments identify how hazards will be removed or minimised and improve staff's understanding of how they are implemented, taking into account the age and stage of children who use the areas.

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

- develop systems, to ensure that all staff, including bank staff are clear about their roles and responsibilities in the implementation of risk assessments, planned activities and the daily routines, to consistently support children's individual care and learning
- review and improve recruitment procedures to ensure that all staff qualifications are available for inspection and medical suitability is assessed as part of the checks taken out on staff
- improve the quality of teaching to ensure that all staff provide suitable challenges and enjoyable experiences with clear aims and objectives for individual children's learning and development
- review and improve the organisation of large group time to enable all children to gain from the learning experience
- develop secure systems for monitoring and self-evaluation, to include contributions from staff, parents and children to foster a culture of continuous improvement to promote the interests of children.

**Inspection judgements**

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

Staff observe children and know about children's interests and developmental needs. However, planning to promote children's further learning is not successful, because staff do not incorporate children's specific needs and learning styles into the full range of activities provided. The inconsistencies in the quality of teaching mean that not all children receive a positive experience. For example, during circle time, the groups of children are too large and staff do not prepare or plan sufficiently. Consequently, there are no clear

aims and objectives, or visual prompts used to gain and sustain younger children's interests; and no clear explanation or link to what will happen next. Staff track children's progress and they identify what is the children's next steps for learning. They share this information with parents, who are encouraged to participate to their children's learning. Staff also complete the required progress checks for children aged two years.

Older children participate in Forest School sessions, which they thoroughly enjoy. They eagerly talk about where they are going while walking to the nature reserve, where they make leaf presses. There is a clear explanation of what they are going to do including the safety rules. Children confidently climb up and down different levels as they explore the area for small leaves, while others help their friends by carefully holding wood in place, while they cut it. Children explore a range of materials, they build sandcastles and enjoy knocking them down and wash their babies in water. Children use different materials to practise their early writing skills; they use paintbrushes to paint, pencils to draw and make marks in the sand using a range of tools. Staff sit with children to complete puzzles, they talk about the animals, they can see and ask them questions such as 'what noise does the cow make?' The children all take part in regular outings using their local environment. Younger children enjoy trips to the zoo while others enjoy visiting the park.

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

Risk assessment of the outdoor area is poor, which means that younger children are not able to explore or investigate their surroundings safely. However, older children demonstrate they understand rules to stay safe. For example, staff teach them to cross the road safely while going on local outings. They use tools, such as saws while supported by staff and wear protective clothing to engage in Forest School activities. Children take part in regular fire drills at different times of the day, enabling them to get used to evacuating in the event of an emergency. Overall, children arrive happily into the setting and are greeted by the friendly staff.

Children are encouraged to develop a healthy lifestyle. They have regular access to outdoor play, for example, they climb the steps of the slide and go to the local park. They walk to local outings, such as when they go to the forest school. Children use a variety of tools to support their hand to eye co-ordination skills by using paintbrushes and spades for digging in the sand. Healthy snacks and foods are provided for children in accordance with their health and dietary needs. The setting has a range of resources, which include both manmade and natural play materials such as treasure baskets. Children have access to various areas during the day that support different types of play. For example, the roof garden, imaginary area, raised play area and main play area. The available equipment is stored at low-level inside enabling children to choose what they would like to play with.

Children generally behave well. They listen carefully to instructions, during outings and they are encouraged to care for their environment; for example, they tidy up and put their toys away carefully. Children are rewarded for their good behaviour, for example, when they do something well, staff verbally praise them and give them a thumbs up. However, the activities provided for younger children fail to challenge or excite them. As a result,

they lose interest and do not fully participate. Staff act as positive role models and they speak to children appropriately. There are some opportunities for children to make choices about what they play with during child-initiated play. Children are provided with appropriate bedding to enable them to rest comfortably during the day.

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

Leadership and management are ineffective. There is poor monitoring of the implementation of the welfare and learning and development requirements. Consequently, the provider fails to ensure that all requirements are met. Previous actions raised to address children's safety have not been sufficiently met. Risk assessments still fail to identify hazards that staff should look for both indoors and outdoors. Staff have a poor understanding of putting preventative measures in place. They do not clearly understand their roles and responsibilities and therefore do not implement the risk assessment effectively. For example, babies pick up small stones in the garden and put them in their mouth. Consequently, the risks remain accessible to the children and staff compromise their safety. Recruitment procedures are not robust, to ensure suitability. For example, not all staff qualifications are available and their medical suitability is not assessed before they are employed. As a result, the provider is in breach of the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a secure understanding of child protection procedures, all staff are given training in this area and nominated staff do more in-depth training to support their knowledge in this area. Staff are clear of whistle blowing procedures and the use of mobile telephones and cameras. For example, staff use nursery telephones for outings and only use the nursery camera for taking photographs for children's records. Staff maintain accurate attendance records, including the time of children's arrival and departure.

The leadership and management use self-evaluation to identify some areas for further development and seek the views of parents throughout the year. However, the process is not effective as it fails to identify key weaknesses relating to risk assessments, suitability of staff, the quality of teaching and the planning and organisation of group time. This means that the poor provision for children's welfare, learning and development is overlooked. Therefore, children make insufficient progress and do not gain the skills to help them in the next stage of their learning and development.

Partnership with parents is effective. They form part of the management committee and have input into the development of the nursery. They are provided with an opportunity to learn about the curriculum their children follow and they contribute to the updating of policies and procedures. Parents have regular opportunities to attend and contribute to reviews of their children's progress. In addition regular newsletters, feedback forms and opportunities to meet with their key person keep them updated and informed. Parents confirm they are happy with the service provided and that they like the friendly staff and the regular opportunities their children get to participate in outings. A number of families have had more than one child attend the setting and older siblings enjoy coming back to

visit.

## 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>	100615
<b>Local authority</b>	Camden
<b>Inspection number</b>	890879
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Auden Place Community Nursery
<b>Date of previous inspection</b>	15/08/2011
<b>Telephone number</b>	020 7586 0098

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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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