

Toddletown Pre-School Nursery

Chiswick Tennis Club, Burlington Lane, London, W4 3EU

Inspection date

Previous inspection date

18/06/2014

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 provider and staff have a poor understanding of the learning and development requirements, including assessment and planning. This weakness slows children's progress, particularly in regard to their communication and language development.
- The provider's staff recruitment systems are weak. The suitability of some staff to work with children is not checked. This puts children's safety at risk.
- The provider does not implement a robust induction process. Not all staff understand their roles and responsibilities in regard to safeguarding issues, the key-person system and risk assessments. There are no supervision systems for staff in order to monitor and improve the quality of their work.
- Required records are not all kept properly, including those relating to staff recruitment systems, accidents, incidents and children's records. Some are unavailable for inspection when required.

It has the following strengths

- Staff are kind and caring. They supervise children appropriately as they play.
- Staff keep parents aware of their children's daily care and activities.

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 spent the majority of the inspection observing staff practice and children's play.
- The inspector read documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector spoke with the children, management and staff at appropriate times throughout the inspection.
- The inspector considered the views of parents who were available, as part of the inspection.
- The inspector undertook joint observations with the manager.

Inspector

Seema Parmar

Full report

Information about the setting

Toddletown Pre-school Nursery registered in November 2013 and is run by a private provider. The pre-school operates from the grounds of Chiswick Tennis Club, in the London Borough of Hounslow. It has use of a large spacious hall with a smaller kitchen, and toilet facilities. Children have access to an outdoor play area. The pre-school is open during school terms on Monday to Friday from 8am to 1pm. Children attend a variety of sessions. The pre-school is registered on the Early Years Register. There are currently 10 children in the early years age range on roll. The pre-school supports children with special educational needs and/or disabilities, and children learning English as an additional language. The pre-school receives funding for free early education for two-, three- and four-year-old children.

The pre-school's owner, the provider, works in the pre-school as the manager and employs two other staff. The manager holds a foundation degree in early years. The deputy holds a Montessori diploma but the other staff member is unqualified.

What the setting needs to do to improve further

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

- develop staff knowledge of the learning and development requirements so that they consider the individual needs, interests and stages of development of each child to plan a challenging and enjoyable experience for each child effectively in all areas of learning and development
- develop consistency in the quality of teaching in order to improve the delivery of educational programmes, in particular to further improve children's communication and language skills
- ensure staff recruitment procedures are robust by making sure background suitability checks, including from the Disclosure and Barring Service, are carried out on all practitioners and that references are sought; also keep clear records of these checks and make sure they are readily available for inspection
- provide training for all practitioners so they understand, and can implement, the provision's safeguarding policy and procedures in line with Local Safeguarding Children Board procedures
- put in place appropriate arrangements for supervision and appraisals of practitioners, so that areas for development are identified and addressed
- ensure that all staff have an effective induction process and understand their individual roles and responsibilities before they start to work with children
- ensure that the key-person system works effectively to meet children's needs, especially when children are new to the setting and settling in
- implement a system for recording accidents and incidents
- ensure risk assessments identify existing hazards to children's safety, and remove these hazards to prevent risk of injury to children
- maintain accurate and relevant records relating to any special dietary requirements a child may have.

Inspection judgements

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

The provider and staff demonstrate a weak understanding of the learning and development requirements. As a result, children miss many key chances to build and extend on their play and learning experiences through the range of activities available.

The provider has systems for observations, assessments and planning. However, these are not secure. Although staff establish basic starting points for most children there are some instances when they do not. For example, when new children transfer into the setting, there are some basic admission details collected but no starting points about children's capabilities in relation to the goals for their ages. This means staff have a limited understanding of children's individual needs and are not able to effectively plan for their care, learning and development.

Generally, information is shared with parents through daily chats and regular newsletters, informing them about such things as themes, and the letter of the week. The staff invite the children to bring in something from home relating to this letter. This means parents are aware of some of what children are doing at pre-school and talk about it at home with their children. This helps promote continuity of learning between home and the pre-school. Parents are invited to a play and stay session during which the two-year-olds' progress checks are completed.

The staff team's understanding of promoting children's communication and language is a particular weakness. For example, when children explore activities, staff miss key chances to build and extend children's language because they use poor questioning techniques and leave little time for children to respond. As a result, children miss developing critical thinking skills. This weakness is particularly evident during group time when staff over-direct the session and are not aware of the different needs of the children. This results in children not being taught to listen to others and to take turns at this time. Furthermore, staff provide inadequate support for children learning English as an additional language. Although they use some props with children, staff miss key opportunities to use these to support children's emerging English. Staff fail to make eye contact and engage with children. The impact of this is that not all children feel included because they do not understand what is happening. Progress in learning English is slowed as a result.

Some children enjoy looking at books for pleasure. They develop their awareness of reading from left to right and begin to give meaning to print. Staff provide children with suitable writing tools and materials to promote this aspect of their early literacy skills. Children develop some counting skills as they sing nursery rhymes such as 'One, two, three, four, five, once I caught a fish alive'. Staff do not support or extend mathematical language further, however, in order to develop children's early understanding of shapes, position and measures, such as during water and sand play. Staff provide children with imaginative play areas, such as the home corner, but this area is uninspiring. It has few resources to fully support children's imaginative play and creativity. Overall, not all

children gain the skills needed for the next stage in their early education.

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

The weaknesses in leadership and management compromise children's well-being because safeguarding and welfare requirements are not met. This means, for example, that children do not play in safe environments because staff do not identify and reduce hazards, such as long, protruding nails in an outdoor shed.

Children generally show they are happy because staff are kind and give them attention while they play and explore. However, inclusive practice is poor. Entry starting points are not gathered from children's parents, nor are key words in the home languages of children learning English. These weaknesses mean that children's individual needs are not met. These weaknesses further affect children's emotional well-being because their particular needs are not considered. Staff working with them do not use any strategies to help these children understand routines or expectations. For example, they do not use sign language or learn a few basic words in children's home languages to make them feel welcome and meet their needs. This means that the key-person system does not work effectively. This is not acceptable and depicts poor practice.

Staff do not consider the individual needs of children according to their stages of development. During group time, although children look happy and join in nursery rhymes, staff fail to gear the activity at the correct level of challenge. This means younger children do not get the appropriate level of support and older children are not challenged sufficiently. This curtails learning. Children learning English as an additional language are excluded from participating because their needs are not acknowledged. This means children are not prepared sufficiently well for the eventual move to school. The arrangements and details for children moving to school are poor. The management has not established effective links with local schools to promote children's continuity of care and education.

Staff do not make the most of mealtimes. Most children enjoy social snack and lunch times when they sit and chat together. However, staff do not sit with the children to model talking, listening and conversation to help all children gain these necessary skills. Staff teach children to undertake some responsibility, such as taking their dishes after snack and washing these by the portable water station. However, they miss many key opportunities to involve children fully in general daily routines. For example, they do not encourage children to help set up snacks or pour their own drinks to develop a strong sense of taking responsibility to help prepare them well for school.

Children generally behave well. Staff take some opportunities to teach them to share and take turns with others. They supervise children appropriately. Children develop their understanding of good hygiene practice because washing their hands is an integral part of the session's routine. Children enjoy outdoor play. They enjoy playing in the fresh air,

which contributes to maintaining their good health. However, although there are two mini-trampolines where some children jump and bounce, overall there are fewer opportunities for energetic play and exercise to promote children's physical skills well and to gain a good understanding of healthy lifestyles.

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

The provider does not meet the requirements of the learning and development, and the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, there are several breaches of requirements which compromise children's welfare, safety and learning.

The provider does not have robust systems in place to safeguard children because staff recruitment systems, including vetting procedures, are weak. Disclosure and Barring Service (DBS) checks are not in place for all staff and proper recruitment processes have not been followed. For example, there is no job description or application form for one role. Nevertheless, the provider and deputy understand that practitioners without suitable DBS checks must not be left unsupervised with the children.

Staff do not have an effective induction process to support their awareness of the pre-school's policies and procedures and to gain a good understanding their roles, responsibilities and safe practices. The provider does not have performance management systems in place to monitor the effectiveness of staff practice. As a direct result of these weaknesses, some staff demonstrate unsafe practices, such as handling a sharp knife to peel fruit over the top of children. This is unsafe and is a potential risk to children's safety. Furthermore, risk assessments are inadequate. For example, unsecure fencing in the outdoor play area compromises children's safety.

The provider has attended appropriate training for safeguarding children. However, she has not ensured that all staff are aware of and understand child protection issues, including the relevant reporting procedures should they have concerns for a child's well-being. Children's admission records are kept but key information relating to children's special dietary requirements is not accurately logged. The provider and deputy are both suitably first-aid qualified, equipping them with the skills to deal with minor injuries should they occur. However, there is no system for recording accidents and incidents, as required. These weaknesses compromise children's well-being.

Self-evaluation is weak because the provider has failed to identify that many key requirements of the Early Years Foundation Stage are not met. The provider has some information that is displayed for parents to understand routines and children's activities at the pre-school. However, parents' views are not sought to contribute to the provider's self-evaluation systems and help drive improvement well.

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	EY465291
Local authority	Hounslow
Inspection number	932617
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	10
Name of provider	Toddletown Nursery and Daycare Ltd.
Date of previous inspection	not applicable
Telephone number	0781 1123762

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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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