

London Road Nursery

Patidar House, 22 London Road, Wembley, Middlesex, HA9 7EX

Inspection date

18/06/2014

Previous inspection date

27/02/2013

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

- Staff deployment is not consistent across the nursery and does not meet the needs of the children. This means children are not fully supervised and their safety and well-being are compromised.
- Risk assessments for some areas used by children are not regularly reviewed, which means there are risks of hazards. Therefore, children's safety is not assured.
- Staff are not confident in their role in managing children's behaviour. This means children do not learn or fully understand about their own safety or the safety of others.
- There are times during the day when the needs of the older children are not met. As a result, they become bored and restless which hinders their learning.
- Systems for supervising staff fail to offer a culture of support and teamwork, and drive continuous improvement effectively. As a result, staff lack confidence in their role.

It has the following strengths

- Staff have developed effective partnerships with parents. This means the parents feel confident in the nursery and able to express themselves to staff.
- Staff are caring and sympathetic towards the children. As a result, children are self-assured and confident in the nursery.

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 conducted observations of children at play inside the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to the manager and the deputy about the running of the setting and discussed roles and responsibilities with staff.
- The inspector took into account the views of parents and children who attend the nursery.
- The Inspector invited the manager to carry out a joint observation.

Inspector

Julie Biddle

Full report

Information about the setting

London Road Nursery registered in 2004 and is run by a private provider. The nursery operates from the basement of a community centre in Wembley, in the London Borough of Brent. There is lift access to the nursery. Children have access to a large main hall, which is partitioned according to children's ages. There is a secure outdoor play area. The nursery is open each weekday from 8am to 6pm all year round, except Christmas and bank holidays. The nursery has 59 children on roll in the early years age range. The nursery provides funded early education for children aged two, three and four years. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Staff support a number of children with special educational needs and/or disabilities, and children who are learning English as an additional language. The nursery employs 13 members of staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure there are effective systems of staff supervision which foster a culture of support, teamwork and continuous improvement to enable all staff to meet children's individual needs
- ensure staffing arrangements meet the needs of all children and that children are adequately supervised at all times
- ensure staff are deployed effectively to support the needs of the children; this includes children with special educational needs and/or disabilities
- ensure staff are clear in their role in managing children's behaviour
- make sure all areas of the premises are safe and suitable for purpose
- complete a risk assessment for all areas of the premises, assessing any risk for children, and review this assessment regularly
- ensure the individual needs of all children are met, including those who have special educational needs and/or disabilities.

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. For example, during an indoor physical play session, children's safety was compromised. This was due to staff being unclear in their roles and poor staff deployment. Children run around a large room with little direction. Staff do try to organise games and singing, but this fails to occupy all of the children and, as a consequence, those children taking part are distracted by those not taking part. These children continue to run around the room, often knocking into each other and causing children distress. This demonstrates the staff are not providing a safe learning environment to meet children's individual needs, and they are not ensuring children's safety.

Staff have an understanding of the learning and development requirements of the Early Years Foundation Stage. There are sound systems in place to observe, assess and monitor children's development and staff are confident in their role in this process. However, the children's individual needs and learning abilities are not adequately met, particularly during physical play. This shows the planning and assessment systems are not consistently shaping the learning experiences for all of the children across the areas of learning. Furthermore, staff do not always fully challenge or support all the children to develop their learning. This undermines their progress towards the early learning goals. Staff work with parents to obtain information about children's starting points and capabilities. Staff know their role in the assessment arrangements and carry out the progress check for two-year-old children as appropriate.

In general, children confidently move around the nursery and make choices from the resources and toys available. As a result, children generally enjoy their time in the nursery. Children are spoken to warmly by staff who make them feel at ease and confident. Children generally respond well to praise and encouragement from the key staff who work with them to support them with their activities. For example, children were excited to talk about the caterpillar they made with cucumber and peppers. They were even more excited to talk about how they had eaten the caterpillar. Babies are well supported by their key persons to explore their play area and staff monitor their movements as the babies move around. Staff demonstrate appropriate levels of kindness and patience, supporting children who are settling in the nursery. This helps children develop feelings of confidence and security. Staff gather a range of information from parents which means they get to know the home routines and any specialised care needed.

Staff use activities to encourage children's language development. They talk to them and use questioning to encourage the children to think for themselves. For example, when completing number puzzles, staff asked the children what number comes next and how many more pieces they need. The staff gave the children time to consider the answer and praised the children when they did. This means children develop self-confidence and pride in their ability. Staff in the setting have developed secure attachments with the children. Many children are confident and enjoy the company of their friends. The staff talk to the

children and generally praise them for their efforts and achievements. For example, when children recognised animals in the farm yard, they all laughed as they made the sound they associate with the animal. This helps to promote children's self-esteem. Children enjoy opportunities to create with a range of materials. They enjoy painting, using brushes and glue to enhance their pictures.

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

Children's well-being is compromised because staff are unsure of their roles and their deployment is not successful at certain points of the day. A large hall is used for physical play as the garden is being renovated. The risk assessment for this activity is not thorough and does not include all areas of the room. This means children are exposed to hazards that staff have not fully assessed and minimised. In addition, ineffective planning means the children are not fully occupied and poor organisation hinders their opportunity to explore freely and safely. As a consequence, their safety is dramatically compromised. For example, children were observed to crawl under, and jump off, stacks of chairs. They balanced by large windows, and one child placed a blind cord around their neck. As children are able to access these risks and hazards, this clearly demonstrates the nursery staff do not ensure children's safety at all times, as required. Staff organised racing games which some children enjoy. However, the lack of staff communication meant children were running around and children in the races knocked into each other and caused upset. In addition, this badly planned activity time was poorly resourced which added to the children's boredom and hindered their learning.

Staff have developed effective partnerships with other professionals to support children with special educational needs and/or disabilities. This enables children and their families to receive suitable levels of care and guidance. However, the children's welfare is not fully managed at certain times in the day, which hinders their overall development.

The staff remind the children of the importance of washing their hands before mealtimes, which means they begin to gain an understanding of their personal hygiene. Meal times are a social occasion. Staff use the time to encourage the children to eat their food and to develop their language skills, talking about the events of the morning. Children independently serve themselves food and water. Staff gently remind children to drink plenty of water, which helps children to develop an understanding of keeping healthy. Older children talk to their friends as they serve each other water.

A key-person system helps to make sure staff get to know the individual children and are able to meet their general needs. Staff caring for babies demonstrate they know the babies well, for example, by supporting the babies effectively at meal times. There is a range of appropriate furniture so children are able to sit in comfort while they eat their food. Those babies who are developmentally able are helped to feed themselves, while caring staff feed the babies who are not yet at this stage.

The effectiveness of the leadership and management of the early years

provision

The safety of children is compromised. The manager/provider is in breach of a number of safeguarding and welfare requirements of the Early Years Foundation Stage and the requirements of the Childcare Register.

This inspection took place because concerns were raised to Ofsted relating to safeguarding children and promoting their welfare. In particular, the requirements relating to risk assessment, staff training, support and skills, key persons, child supervision and staff deployment. The inspection found that the staff's understanding of their role and responsibilities regarding keeping children safe is not secure. As a result, children are not fully safeguarded. Furthermore, staff do not ensure the children are safe and their well-being is not being managed adequately. Risk assessments are ineffective and children are exposed to a number of hazards which compromise their safety when playing in the large hall, such as stacks of chairs which they play closely around, and accessible blind cords. Although there is a key-person system to help meet children's individual needs, staffing arrangements do not ensure staff are deployed adequately to help supervise children or to keep them safe at all times. Consequently, children's safety, welfare and well-being are compromised. The manager gives inconsistent levels of support to the staff. For example, although all staff have regular supervision and appraisals, those who have expressed concerns about their own skills have not been supported. This means they remain unsure of their own abilities and this contributes to children's safety being compromised. As a result of the inspection findings, the provider is required to take action to meet the requirements of the Early Years Foundation Stage and the Childcare Register.

Despite this, the staff and manager are motivated and share a commitment to the continued development of the nursery. The self-evaluation process incorporates the views of staff. The manager has started to monitor the planning, assessment and observations to ensure that gaps in children's learning or in the provision are identified. A robust recruitment, selection and induction process means the children are cared for by staff who are suitable.

Staff are generally aware of the policies and procedures in the setting, but they do not always implement these effectively. For example, instead of offering distraction from certain behaviours, children are given directions which is contrary to the procedures set out in the nursery behaviour management policy. All staff have a clear understanding of the arrangements for child protection. They are clear of the signs and symptoms of possible abuse and of how and when to report concerns to appropriate agencies. Suitable numbers of staff have a first-aid qualification. This means staff are able to respond to children in an emergency and treat minor injuries appropriately.

Staff foster good relationships with parents who report that they appreciate the information that is shared between themselves and the staff. This includes information about the child's day and progress their children are making. Parents also state that they are pleased with the approachability of the staff. Staff in the nursery work in partnership with the local authority and a range of professionals who offer extra support to children in the nursery. In addition, they are developing partnerships with local schools to help both

the children their families in the move on to 'big school'.

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 all children receiving care are kept safe from harm (compulsory part of the Childcare Register)
- ensure the premises and all areas used by children are safe and suitable for purpose (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and take all necessary measures to minimise any identified risks (compulsory part of the Childcare Register)
- ensure staff manage children's behaviour in a suitable way (compulsory part of the Childcare Register).
- ensure all children receiving care are kept safe from harm (voluntary part of the Childcare Register)
- ensure the premises and all areas used by children are safe and suitable for purpose (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and take all necessary measures to minimise any identified risks (voluntary part of the Childcare Register)
- ensure staff manage children's behaviour in a suitable way (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	EY296305
Local authority	Brent
Inspection number	960563
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	59
Number of children on roll	59
Name of provider	Federation of Patidar Associations Committee
Date of previous inspection	27/02/2013
Telephone number	02087951648

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

