

# Mobabiekidz Nursery School

Mistley Community Hall, Great Mistley, Vange, BASILDON, Essex, SS16 4BE

## Inspection date

24/06/2014

Previous inspection date

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

- Observation and assessment of children's learning is weak. Staff lack sufficient knowledge to assess children's learning to identify and plan for their individual needs.
- Insufficient information is gathered from parents about care needs and starting points for children's learning. Parents have limited opportunities to share learning from home to enable them to work together, with staff in supporting their children's development.
- The provider does not provide staff with effective monitoring and supervision. As a result, managers do not fully support continued professional development by identifying the training and support needs of staff.
- The registered provider is not able to demonstrate that all staff working with children have been appropriately vetted. This compromises children's safety.
- The registered provider has failed to ensure that good health and hygiene practices are followed. This means that the well-being of children is not fully promoted.
- Staff are not deployed adequately to ensure children's safety at all times.
- Children are not given the opportunity to take part in daily outdoor play. This has a negative impact on their health and well-being.

### It has the following strengths

- Children have space in the large hall to develop their physical skills and to play with their friends.

## 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 observed activities in the hall.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector carried out a joint observation of a teaching activity with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.

## Inspector

Jemma Hudson

## **Full report**

### **Information about the setting**

Mobabiekidz Nursery School was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery and out of school club operates from the Mistley Community Hall in the Vange area of Basildon, Essex. It is privately run and managed. The nursery serves the local area and is accessible to all children. It operates from one playroom and there is a fully enclosed area available for outdoor play. The nursery employs three members of childcare staff. Of these, one holds appropriate early years qualifications at level 2. The manager holds Early Years Professional Status. The nursery opens Monday to Friday during school term times. The breakfast club operates between 7.30am to 9am. The nursery sessions are between 9am and 3pm and the after school club operates from 3pm to 6pm. Children attend for a variety of sessions or for out of school care. There are currently 19 children on roll. The nursery provides funded early education for three- and four-year-old children.

### **What the setting needs to do to improve further**

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

- ensure that precise, ongoing assessment is undertaken as an integral part of the learning and development process in order to understand children's level of achievement, and shape learning experiences for each child reflecting those observations
- develop the planning to ensure that educational activities for children promote their development across all seven areas of learning with the provision of challenging adult-led and child-initiated activities
- improve the two-way exchange of information with parents and carers to help ensure the needs of all children are met
- allow only people who have undergone an enhanced Disclosure and Barring Service check to have unsupervised contact with children
- promote the good health of children by ensuring staff adopt and learn about good health and hygiene practices
- put in place effective performance management systems to improve the monitoring and supervision of staff who have contact with children and families, providing opportunities for them to receive support, coaching and training to improve practice and shape their professional development
- manage the deployment of staff to provide children with supervision at all times to ensure their safety
- provide daily access to the outdoor environment to support children's health and well-being.

**Inspection judgements**

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

Staff in the nursery school demonstrate a limited understanding of how to implement the learning and development requirements of the Early Years Foundation Stage. This has a significant impact on the quality of the educational programmes provided. Staff make some observations of children's progress. However, they do not use these observations effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children. Children's assessment arrangements are

not embedded within practice. Parents are not given the opportunity to contribute to initial assessments of children's starting points. This means that children are not effectively supported and challenged to make sufficient progress in their learning.

Teaching practice is weak. Staff act in a supervisory role rather than focusing on the teaching and learning of children. For example, children were discouraged from exploring the musical instruments because it is 'too noisy'. Focused group activities, such as story time, are not planned sufficiently well to meet the needs of all children's level of understanding. Younger children are asked questions and encouraged to learn skills that are not suitable for their age and stage of development, such as counting up to 20 and beyond. The activities are too long to sustain all children's interest and as a result, they are not meaningful.

Staff provide children with a limited selection of toys and activities which do not adequately cover the seven areas of learning. Resources, such as, the art trolley and easel are easily accessible for the older children. However, the availability of appropriate resources for younger children is poor which results in these children becoming disinterested. For example, the adult-sized tables and chairs are too high to enable the younger children to easily access the resources. Activities, such as the role play area, are not thought through well enough to encourage children to play with them. For example, the play kitchen did not have a selection of food or utensils for the children to explore. This lack of well-planned activities and resources available to children has a negative impact on their behaviour. Children wander aimlessly around the room snatching from each other and sometimes breaking toys. Consequently, the educational programmes for the children are ineffective and do not meet the individual needs of children attending the pre-school. Children are not acquiring the skills necessary to be ready for school.

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

Children are confident to speak to visitors about their time at the nursery school. For example, one child was keen to talk about the letters and sounds that he knew. A key-person system is in place. However, insufficient information is gathered from parents about their child's interests and what their child can do before they start in the nursery. This means that staff are unable to plan initial activities or experiences to effectively promote children's learning. Strategies to engage parents in children's learning are weak. Information exchange is informal and focuses on care issues and how children have spent their time in the nursery. This does not keep parents adequately informed about their child's progress or provide them with the ideas to support learning at home. This means that children do not reach their full potential in learning.

The deployment of staff is ineffective, which results in the failure to recognise the needs of the children they care for. For example, children often fail to engage in activities and move around the playroom aimlessly unnoticed by staff. This results in an environment which does not support or inspire children's learning and development. Parents are encouraged to provide a healthy lunch for their child. However, children's health is not fully protected because some staff have an insufficient understanding of hygiene requirements. For example, staff do not recognise the need to routinely wash hands at

mealtimes and this presents the potential for the spread of infection. The large hall provides space for children to engage in physical activities. However, outdoor provision is not routinely available and outings and visits are limited. This is a breach of legal requirements and means that children do not have daily access to fresh air and exercise so that they begin to learn about the benefits of a healthy lifestyle.

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

The leadership and management of the nursery school is inadequate. This is because the registered provider demonstrates a poor understanding of how to implement the Early Years Foundation Stage requirements. This results in the delivery of educational programmes that fail to meet the needs of the children attending. The management and accountability arrangements of the nursery -school are inadequate. This is because the registered provider has not had sufficient involvement in monitoring practice and implementing appropriate supervision arrangements. As a consequence, staff are not effectively supervised in order to promote and support their continued professional development.

Staff have an understanding of the safeguarding children procedures and have completed training to ensure their knowledge is up to date. Staff are vigilant about the security of the premises and check all visitors before entry. They carry out daily safety checks to ensure that areas the children use are safe. A number of staff have undertaken paediatric first-aid training, which enables them to provide appropriate care should a child have an accident at the nursery. However, not all staff have been suitably checked and procedures are not in place to ensure that they do not have unsupervised contact with children. This means that a legal requirement for the Early Years and Childcare Register is not met and children's safety is compromised.

Staff develop some appropriate relationships with parents and there is an exchange of information about their children's day at collection time. Self-evaluation is not undertaken which means that strengths and weaknesses have not been identified or targeted. As a result, there is not the capacity for continuous improvement. Consequently, the provision is currently inadequate.

### **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 that any person caring for children is suitable to work with children and

obtain an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)

- ensure that any person caring for children is suitable to work with children and obtain 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

<b>Unique reference number</b>	EY469792
<b>Local authority</b>	Essex
<b>Inspection number</b>	949711
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Mobabiekidz Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07507155583

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

