

Tottenham Green Community Nursery

1 Philip Lane, LONDON, N15 4JA

Inspection date	18/09/2014
Previous inspection date	22/06/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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 shows an inadequate understanding of how to effectively safeguard children. The provider does not ensure suitability checks are made on staff to ensure they are safe to work with children. This compromises children's welfare.
- The poor monitoring of staff's performance fails to allow for prompt action by the manager to identify areas for improvement.
- Staff are not suitably deployed throughout the day to provide adequate supervision of children, or manage their behaviour, and risk assessment is not adequately implemented.
- Children's individual needs are not met because the quality of teaching and assessment is poor. Staff do not plan challenging and enjoyable activities that help children to make sufficient progress in their learning at the nursery, and at home, by working effectively in partnership with parents.

It has the following strengths

- Staff have caring relationships with the children.
- Children have access to a large outdoor area for fresh air and exercise.

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 sampled documentation and records, including children's learning records and staff files.
- The inspector viewed the nursery's policies and procedures, and checked the suitability of the staff and their qualifications.
- The inspector observed children engaged in activities, both indoors and outdoors.
- The inspector spoke with staff at appropriate times throughout the inspection and conducted a joint observation with the manager.
- The inspector held a meeting with the nursery manager.

Inspector

Tracey Dawson

Full report

Information about the setting

Tottenham Green Community Nursery opened in 1984. The nursery is managed by a management committee that consists of parents of the children attending the nursery. The nursery operates from a large hall, with an enclosed outside play area, in Tottenham, in the London Borough of Haringey. It is open each weekday from 8am to 6pm for 49 weeks of the year. The nursery is registered on the Early Years Register. There are currently 36 children on roll. The nursery receives funding for the provision of free early education for two-, three-, and four-year-old children. The staff care for children who learn English as an additional language. There are 13 members of staff, all of whom hold early years qualifications at levels 2 to 6. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- implement a robust procedure for the recruitment of staff, including obtaining Disclosure and Barring Service checks, to ensure all those working with children are suitable
- ensure a written policy and procedures to safeguard children is in place, in line with the guidance and procedures of the Local Safeguarding Children Board; to include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and to cover the use of mobile phones and cameras in the setting
- review the procedures for managing risk in the environment with particular regard to; access to the building, children's behaviour and meal times, to ensure children's safety is always effectively promoted
- ensure staff are deployed effectively to meet the needs of the children at all times; specifically in relation to deployment in the outside area
- ensure all information and records on staff and children are well-organised, secure and easily assessable so they can be shared with parents and other professionals who have a right to see them
- establish effective methods of supervising and coaching staff to ensure they can appropriately meet the needs of all children, specifically addressing the quality of teaching
- ensure that precise ongoing assessment is undertaken, as an integral part of children's learning and development, in order to understand their levels of achievement and shape learning experiences for each child
- provide parents with clear information to promote and share their child's learning and development at home
- improve the environment in order to provide challenging learning experiences that promote children's individual learning effectively at all times.

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

- foster a culture of continuous improvement by implementing effective self-evaluation, to set realistic targets and drive future improvement.

Inspection judgements

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

Staff have a limited understanding of children's individual learning and development needs. Information from parents about their child's development is not in place when the children first start at the nursery. Children's assessments are not accurate as staff have only recently begun to monitor children's progress and are not given clear guidance on how to use the assessment document. These weaknesses mean staff do not fully help children to make good progress in their learning and do not sufficiently prepare them to move to school. Staff complete progress checks for two-year-old children and share these with parents. However, the checks do not identify where children are in their development, so it is difficult for parents to see if their children need support.

The quality of teaching during child-initiated and adult-led activities is weak. For example, for adult-led activities, the children are grouped according to the colour of the group rather than their abilities. Staff do not differentiate their teaching approach so the older children are not sufficiently challenged in their thinking. For example, one member of staff held up a picture from a story book and asked a series of questions that required only one-word answers. As a result, the more able children already knew the answers, so quickly became restless rather than being encouraged to think and respond in more detail. Consequently, children do not display the signs of becoming effective in their learning.

Children enter the setting happily; they find their name from a board. There is also an opportunity for them to write their names, which encourages their early literacy skills. The children then choose from the activities on offer. The door to the outside is open during the session and the children can choose to play inside or outside. The children have access to activities that interest them inside, such as an investigation area with natural resources, and a hamster, which the children feed. There is a music area to promote children's communication and language skills and a mathematics area with some resources to extend children's basic understanding of numbers. Outside, the children benefit from a range of large physical equipment that promotes their physical development and allows them to take risks, for example as they build blocks. However, overall, the activities are not set up to challenge children or deepen their thinking. For example, the outside water tray had plastic cups in it and the younger children enjoyed filling the cups and pouring the water. However, the older children became bored and began to pour the water over each other. Poor staff deployment and supervision means this type of behaviour goes unnoticed.

The poor deployment of staff impacts on children's ability to learn. When the children are outside, the staff do not deploy themselves well enough to ensure all the needs of the children are met. For example, staff played alongside the children with the blocks, encouraging them to build, but they were frequently distracted by the needs of other children. This means children are unable to engage consistently in their play and learning with adult support.

Parents are invited to take their child's learning records home and staff ask them to share what their child has been doing at home. The staff also put out leaflets of local places of interest that parents may like to visit with their children. However, when asked, parents are unsure of what information they are given, so systems are not robust enough for all parents to fully promote their child's learning at home.

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

Staff deployment is not effective in ensuring the safety of the children. There are too few staff outside to notice parents using their mobile phones. The safeguarding policy does not cover the use of mobile phones and cameras in the setting and there are no visible signs reminding parents of this requirement. As a result, the staff are not meeting the safeguarding requirements. However, staff do know the potential signs of abuse and understand the process to report their concerns.

Staff create a welcoming environment. There are cosy spaces throughout the room where children can go to relax or play quietly, which supports children's well-being. However, the resources provided for children are of poor quality and some are broken. This has a negative effect on children's concentration and learning. For example, children playing with small-world equipment quickly became frustrated as it was broken and could not be played with purposefully. As a result, children lost interest and moved away. There are also too few resources for children to get deeply involved in their learning. For example, a construction table had only a few pieces of construction displayed on it and no children were seen to go there as a result. Overall, staff do not present children with an environment that effectively promotes their well-being, learning and development.

Each child is assigned a key person to help them settle into the nursery. Children have lots of opportunities to play with other children. This helps to promote their social skills. Most children generally behave well and staff offer praise for good behaviour. However, due to the lack of stimulating activities, some of the older children engage in more challenging behaviour, such as throwing resources. This puts the younger children at risk of being injured.

Children are offered healthy food. Staff encourage children's self-help skills as they serve their own food. However, the children are left unsupervised during snack time. This compromises children's safety and does not allow staff to teach the children appropriate behaviour, such as recognising suitable portion size, nor does it allow them to promote the benefits of a healthy diet, or support the children in their communication and social skills during meal times.

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

Leadership and management of the nursery are inadequate. The manager has little understanding of the safeguarding and welfare requirements, and no systems are in place

to monitor their effectiveness. Therefore, there are a number of breaches that could have a significant impact on children's safety and progress in their learning. For example, the manager has failed to implement robust recruitment procedures and, as a result, appropriate checks have not been undertaken on all staff working with the children. The manager has also failed to ensure that there is an effective safeguarding policy in place. Children's safety is further at risk as the main door into the nursery is left open and unattended at times during the session. Children are left unsupervised at snack times and parents are not given clear guidance on the use of mobile phones in the setting. The manager is the designated person for safeguarding children and all staff have attended safeguarding training. However, this is ineffective as children are not safeguarded at all times.

The poor organisation and monitoring of documentation mean that information to help settle children into the nursery are not in place for children who have been in the setting for two weeks. Staff are suitably qualified and experienced in working with children. However, this is not reflected in the quality of teaching and learning practice observed. The monitoring and supervision of staff have failed to identify weaknesses in their practice. As a result, staff do not receive clear guidance on how to improve. In addition, staff are not deployed effectively to meet the emotional, or learning and development, needs of the children. As a result, children are not making progress in all areas of learning in preparation for their next stage of learning, including school.

Systems to monitor the effectiveness of children's learning and development are weak. While staff have recently started to monitor children's development, the manager has not agreed on how assessment is to be used. As a result, children's assessment arrangements, including the progress checks for two-year-old children, are ineffective. This is because they do not identify children's individual needs to ensure that any gaps in the prime areas of learning are closing. This also means the manager is unable to see how individual children, or groups of children, are progressing across the seven areas of learning. As a result, the learning and development requirements are not being met.

Self-evaluation is evolving and the manager has identified some areas of weakness. However, the self-evaluation processes do not focus on improving the quality of staff's teaching and learning, therefore this is having little impact on the progress of learning and development for the children. The setting works in partnership with other professionals and has support from the local authority.

The manager and staff have developed positive relationships with parents. All staff warmly greet parents and children on their arrival at the nursery. They provide a parent notice board with information and parents have opportunities through a suggestion box to offer ideas about the running of the nursery. Parents comment positively on the nursery and staff.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	140454
Local authority	Haringey
Inspection number	813986
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	48
Number of children on roll	36
Name of provider	Tottenham Green Community Nursery Committee
Date of previous inspection	22/06/2009
Telephone number	0208 808-5142

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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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