

Peapods Early Learning Centre

Greenford Hall, Ruislip Road, Greenford, UB6 9QN

Inspection date

Previous inspection date

01/12/2014

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 way staff manage children's behaviour does not enable children to learn how to behave and the difference between what is right and wrong.
- The key-person system is not embedded into practice. Staff lack understanding of how to support children to settle and how to supervise their key children effectively. This results in children being upset and wandering around.
- Mealtimes are disorganised. There are insufficient tables and chairs for younger children to use as they learn to feed themselves. In addition, staff lack understanding of good hygiene practices, which affects children's health and emotional needs.
- The management team are ineffective in monitoring the nursery provision. They have not employed a suitably qualified person with experience of caring for babies to take responsibility for the children under two years. In addition, supervision arrangements are ineffective in identifying staff performance and development.
- Although staff make observations and plan for children's learning, they do not ensure these plans are followed. Staff do not engage with children enough to support their learning, particularly to promote their communication and listening skills.

It has the following strengths

- Staff have recently attended safeguarding training and have a suitable awareness of the procedures to follow if they are concerned about a child to help keep them safe.
- The premises are safe and secure and this protects children's overall safety.

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 spent the majority of inspection time observing the children in the nursery and garden as they played.
- The inspector sampled children's information and development records.
- The inspector held discussions with the registered provider and manager including discussions on safeguarding practices.
- The inspector held discussions with some parents regarding the nursery. The inspector carried out a joint observation with the manager.

Inspector

Jennifer Devine

Full report

Information about the setting

Peapods Early Learning Centre registered in 2014. The nursery is owned by a private provider and is situated in Greenford, in the London Borough of Ealing. The nursery has access to a large hall on the first floor of the Greenford Hall, which is accessed via a flight of stairs. There is a garden for outdoor play on the ground level. The nursery is open from 8am to 6pm Monday to Friday, all year round, except for bank holidays. The nursery currently has 60 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 11 staff, of whom nine staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- review the procedures for managing children's behaviour and improve staff's understanding of age-appropriate strategies they can use to deal with different types of behaviour
- improve the key-person system, so that key persons support and supervise the children for whom they take special responsibility for to meet their individual needs
- review the organisation of mealtimes, ensuring appropriate furniture is available for all children so that they have a positive experience and can independently feed themselves
- improve the arrangements for the monitoring and supervision of staff who have contact with children and families to ensure this identifies any practice issues and provide coaching to improve staff effectiveness
- ensure that the person in charge of the under two's room has suitable experience of this age group to meet children's needs
- ensure that staff plan a challenging and enjoyable experience for each child, taking into consideration their individual interests, needs and stage of development; and provide effective interaction to particularly support children's communication and listening skills
- improve staff awareness of good hygiene practices to promote children's health.

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

Staff's knowledge of the learning and development requirements is limited, and the quality of teaching is weak. Consequently, children are not making sufficient progress across all areas of learning. Staff use a computer software program to make observations and assessments of children's development and keep these up to date. Although staff spend time planning specific activities for individual children's needs and interests, these plans are not evident in the activities provided or in the engagement of children.

Staff set up the playrooms and make sure there is a range of resources covering the areas of learning. Children have free play where they can make independent choices about their

play. They particularly enjoy exploring in the water play, learning about quantities as they fill and empty containers. Some staff spend time with groups of children and this supports some children to become focused. For example, during the inspection, children enjoyed building with the construction bricks and were supported to think about how to build their towers carefully so they did not fall down. However, some staff do not engage enough with all the children. This results in some children wandering around, particularly enjoying trying to get into the baby room where they know the sensory area is located. Therefore, this means that children are not being supervised properly or having their learning needs met.

Children are not supported enough in developing their language and communication skills. This is because staff are not confident in encouraging children to talk, or in extending children's vocabularies and conversation skills during activities. Group circle times are disorganised. Staff do not plan effectively enough for these group activities to make sure all children are able to have equal chances to participate.

Staff practice in the baby room is variable, and at times, poor. This results in the staff not fully understanding how to promote babies' learning fully, or how to meet their needs well. This is due to the staff being inexperienced. They are not benefitting from more experienced and effective role models, such as a room leader, to enhance their teaching practice and promote children's learning effectively. Staff sit with the babies and give them the reassurance and cuddles they need. However, they do not ensure that there are sufficient interesting resources to capture children's interests. Consequently, some of the mobile babies stand at the dividing panelling watching the older children in the main room.

Staff currently use basic systems to support children with special educational needs and/or disabilities. The nursery has made arrangements with the local authority special educational needs coordinator and is waiting for input to help them plan for individual children's learning needs. Staff obtain some basic key words for children who speak English as an additional language and this helps children with routine care tasks. As the nursery is new, the provider is in the process of making links with the local schools to help children with their move to school in the future.

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

The nursery has a key-person system in place. However, this is not embedded into everyday practice as staff do not fully understand the importance of their role in meeting all children's needs. This is particularly noticeable for new children settling in and results in some children being upset and quite distressed at times. Staff fail to recognise the importance of building up a secure emotional attachment before parents leave their children. In addition, some staff lack knowledge of the importance of prioritising routine tasks and spend more time organising tasks rather than being directly involved with the children. As a result, a number of young children show signs of distress during the day, crying often, generally being unhappy and wandering. This shows the nursery staff are not promoting children's well-being adequately to meet their needs.

Staff lack understanding of having consistent strategies in place to deal with any unwanted behaviours. This particularly occurs when routines change in the day and staff do not give clear messages to children about what is happening next. Also, some staff choose to ignore children having disagreements and this leads to episodes of unkindness. A number of recorded accidents demonstrate that there are biting or hitting incidents occurring often between children. This shows staff's lack of understanding of children's developmental needs and they do not help children to learn how to behave appropriately.

Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks, which include fruit and drinks of milk or water during the day. Children benefit from a nutritious and healthy cooked meal, which the cook freshly prepares. The provider also promotes children's individual dietary needs. For example, parents are asked about any dietary needs of their child when they first start and this information is attached to the meal trolley to remind staff. Staff deployment during these busy times is disorganised and therefore meal times become chaotic, resulting in children getting upset. In addition, the younger age children are not provided with suitable tables and chairs to eat their food together. The mobile babies are seated in low chairs and staff feed these children, although they are old enough to attempt to feed themselves. Staff lack awareness of good hygiene as they place the dinner plates directly on the floor, rather than on a table. In addition, staff proceed to change children's nappies right next to where the children are eating their dinner. This does not promote children's good health.

The nursery is comfortable and has ample space for children to move around in and explore the resources. The newly appointed manager has recently made changes to the layout of the playroom and this enables children to have the opportunities to access a wider range of resources. Staff conduct daily checks on the environment and suitable risk assessments procedures are in place to help identify any safety hazards in the nursery. The nursery has effective security systems in place and any visitors need to ring the doorbell and show their identification before entering the premises.

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

This inspection took place following information received by Ofsted regarding safeguarding concerns relating to the premises being insecure, child supervision and hygiene concerns. The inspection found that overall leadership and management of the nursery are currently ineffective. The providers lack understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and the associated requirements of the Childcare Register. As a result, several of these requirements are not being met. Staff are inconsistent in their behaviour management strategies, which results in a number of disagreements occurring between children. This compromises children's safety and welfare. Staff have a poor understanding of suitable hygiene practices to ensure they promote children's good health. In addition, there is lack of suitable furniture for all the children to sit and eat their meals together. This hinders some children's independence skills. However, it was found that the security of the premises has been strengthened and

this ensures children are, overall, safe.

Suitable recruitment and vetting procedures are in place to check the suitability of all adults employed by the nursery. Since the nursery opened in July, there has been inconsistent leadership to support the staff team. This is due to the appointment of two managers who subsequently left. A new manager has recently been appointed and is in the process of her induction. Staff have recently attended safeguarding training and have a sound knowledge and understanding of the nursery's policy and procedures to follow in the event of having to make a safeguarding referral. Management are clear about the procedures to follow in the event of concerns, including the agencies to notify to safeguard children's welfare.

Although a key-person system is in place, this is ineffective. Staff do not fully understand their role as key person in supporting all children in being engaged and motivated in their learning. This has an effect on children's ability to settle in and their ongoing care and learning needs. Although the majority of staff are qualified, there are many inconsistencies in staff's understanding of the learning and development requirements of the Early Years Foundation Stage. In particular, staff do not plan adequately to meet the individual needs and interests of the children. Consequently, children are not provided with suitable challenges across the areas of learning. Currently, seven staff hold paediatric first-aid qualifications. This means that, as the nursery is on one level, staff can quickly summon for assistance in an emergency to treat children's minor accidents appropriately. This helps to promote children's safety and welfare.

The providers use a system for performance management to monitor staff. However, the system is ineffective as it does not enable the provider to look in depth at current staff's weaknesses and provide appropriate support to their professional development. Nonetheless, the providers are keen to develop and have made some action plans, although they have not prioritised the most urgent improvements.

Overall, relationships with parents and carers are sound. They are made to feel welcome in the nursery and are encouraged to share information about their child. Staff keep parents verbally informed about their child's day. Parents speak positively about the nursery. Their comments indicate they feel their children are happy and that staff are friendly and approachable. Parents particularly find the online log-in system useful to view their child's' development.

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:

- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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. 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	EY477448
Local authority	Ealing
Inspection number	999145
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	63
Number of children on roll	60
Name of provider	Peapods Early Learning Centre Ltd
Date of previous inspection	not applicable
Telephone number	07572614556

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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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