

# Wiggly Worms Day Nursery

West Green Learning Centre, Langham Road, LONDON, N15 3RB



## Inspection date

15 January 2016

## Previous inspection date

22 January 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Children are not adequately protected, as leaders do not have a secure knowledge or understanding of safeguarding procedures, including those to check the suitability of staff.
- Children are not always clear about what is acceptable and safe, as staff do not intervene to manage children's behaviour effectively.
- Key persons show a poor understanding of how to observe and assess children's learning and development effectively. This means they are unable to plan activities that meet children's needs and help them make progress in their learning.
- Staff do not act promptly enough when considering if a child needs extra help or has an additional need and requires specialist support. This has a significant impact on children's learning and development.
- Children whose home language is not English are not supported sufficiently well. Staff do not watch, listen and respond to these children effectively.
- Leaders do not keep a close check on the quality of provision and the process for self-evaluation is ineffective. This means areas for development are not identified fully or addressed to ensure continuous improvement.

### It has the following strengths

- Children have daily opportunities to play in the outdoor play area where they enjoy fresh air and physical activity.

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

**The provision is inadequate and Ofsted intends to take enforcement action**

We will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
■ implement a policy and procedure to safeguard children in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB) with particular regard to prompt referral or seeking advice from the relevant child protection agencies	05/02/2016
■ ensure effective systems are in place to make sure practitioners and any other person who is likely to have regular contact with children (including those living or working on the premises) are suitable	05/02/2016
■ improve the effectiveness of staff supervision to ensure that the monitoring of practice is used effectively to improve teaching skills and promote a shared approach to continuous improvement	05/02/2016
■ ensure the managing of children's behaviour policy and procedure is implemented and staff adopt positive strategies which are consistent and encourage and support children to behave in appropriate ways	05/02/2016
■ ensure each child has an assigned key person so every child's learning and care is tailored to meet their individual needs	05/02/2016
■ ensure staffing arrangements meet the needs of all children, provides adequate supervision and ensures their safety	05/02/2016
■ maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.	05/02/2016

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

	<b>Due Date</b>
■ improve the frequency of observations and use this information to plan and provide interesting and challenging experiences across all areas of learning, that consistently meet the needs of all children, based on their interests, stages of development and differing styles of learning	16/03/2016
■ ensure children's communication and language development includes opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.	16/03/2016

## **Inspection activities**

- The inspection was carried out following concerns raised about the provider's ability to meet requirements of registration and provide a quality provision for all children
- The inspectors observed children during their play.
- The inspectors spoke with parents and took account of their views.
- The inspectors spoke with staff and children and held meetings with the manager in the absence of the provider.
- The inspectors looked at a variety of documentation including recruitment and vetting procedures for staff.

## **Inspector**

Julia Crowley

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is not effective. Leaders and managers demonstrate a limited understanding of how to safeguard children effectively and follow the safeguarding procedures. They do not seek the necessary advice from relevant child protection agencies quickly enough. Vital information that is used by the provider to assess an incident or a concern raised by a parent is not always recorded. As a result, it is not clear whether the provider has taken appropriate action. Children are not adequately protected because the provider does not implement systems to ensure every opportunity is given for staff to share information that may affect their on-going suitability. The provider demonstrates a poor understanding of how to ensure the Early Years Foundation Stage requirements are consistently implemented in practice. For example, the educational programmes do not sufficiently meet the individual needs of children. Managers do not routinely meet with staff to discuss their performance or how they support each of their key children. As a result, the provider has failed to accurately identify staff training needs or provide an adequate programme of professional development. Children's progress is not routinely assessed through observation and planning. Gaps in learning and development are not identified promptly or acted upon. Parents are not fully informed of their child's progress because staff have not gathered thorough information regarding their child's learning and development.

### **Quality of teaching, learning and assessment is inadequate**

Staff demonstrate an insufficient knowledge of their key children, as information recorded is general and not individual to each child. Observations are not always accurate, complete or identify what children need to do next. As a result, some children do not make good progress in their learning. Children from babies to four years old are regularly grouped together for activities. Children's individual needs, interests and stages of development are not sufficiently considered as all children do not receive a challenging and enjoyable experience. Older children do not have sufficient opportunity to develop and learn effectively or gain the skills they need to be ready for school. Staff do not focus younger children's learning strongly enough on the prime areas of learning. Children enjoy using the outdoor play area daily. This supports their health and wellbeing.

### **Personal development, behaviour and welfare are inadequate**

Staff fail to increase and expand children's understanding of what is appropriate behaviour. Children are unclear about what is acceptable or safe. For example, during story time older children move chairs onto the carpet where younger children are sitting on the floor. This is disruptive and poses a risk to children. Staff fail to intervene or support children to understand why moving chairs in this way poses a risk to their friends. Children who speak English as an additional language are not supported sufficiently well. Staff talk across children rather than speaking to them at their level and do not make sufficient eye contact. This means children do not always notice when staff are speaking to them and they miss opportunities to develop their communication skills. Staff do not approach relevant services when considering whether a child may have an additional need. As a result, children do not get the specialist support they need.

### **Outcomes for children are inadequate**

Children's individual needs are not met. Staff do not have high expectations of what each child can achieve and there is insufficient support in place to help children gain the skills they need to be ready for school. Monitoring and assessment of the quality of the provision is not effective. Consequently, leaders have not identified weaknesses and improvement is too slow.

## Setting details

<b>Unique reference number</b>	EY448335
<b>Local authority</b>	Haringey
<b>Inspection number</b>	1024634
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Wiggly Worms Day Nursery Limited
<b>Date of previous inspection</b>	22 January 2013
<b>Telephone number</b>	02088269190

Wiggly Worms Day Nursery is a limited company and registered in 2012. They originally opened in 2008 and became a limited company in 2011. It is situated in the West Green area of Haringey. A maximum of 20 children may attend the setting at any one time. Full day care is provided from 8am until 6pm for 50 weeks of the year. The setting is in receipt of funding for the provision of free early education to children. It is registered on the Early Years Register only. There are 30 children on roll. The nursery employs nine staff who all hold appropriate early years qualifications.

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