

# Bowes Park Nursery

63-65 Whittington Road, Bounds Green, London, N22 8YR



## Inspection date

Previous inspection date

13 June 2016

6 November 2012

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

- Leaders and managers do not implement the safeguarding procedures effectively. Not all staff know what to do if they had a concern about a child.
- Staff do not manage children's behaviour appropriately or make expectations clear. As a result, children are not sure what is expected or appropriate.
- Staff do not have a clear understanding of their role as a key person in supporting and promoting children's individual care and learning needs.
- Risk assessments do not identify all hazards in the environment. There is a lack of resources and some of those available are not clean or well maintained.
- Arrangements for monitoring and developing staff's professional development to improve practice are not effective. Staff are not always clear about what they need to improve.
- Systems to monitor the curriculum are not embedded fully. As a result, there are some areas of learning which are less well provided for than others. This means children do not routinely have access to a broad range of experiences to support them in their next stage of learning.

### It has the following strengths

- Staff help older children to understand how to keep themselves safe. For example, children recognised potential risks to their safety during a visit from local police officers. They engaged well during this session showing good speaking and listening skills.

## 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:

	Due Date
■ ensure all staff are trained to understand and implement the safeguarding policy and procedure and have an up to date knowledge of safeguarding issues	04/07/2016
■ ensure children's behaviour is managed in an appropriate way; this specifically refers to supporting children to understand expectations for behaviour using positive and consistent methods	04/07/2016
■ improve the key person system to meet children's individual care and learning needs, to build effective relationships and help children settle, feel valued and secure	04/07/2016
■ make sure that the systems for staff supervision are effective and timely in providing support, coaching and training for all staff to ensure continuous improvement	04/07/2016
■ implement effective induction and monitoring procedures to ensure that all staff, including the manager, are able to fulfil the requirements of their roles and understand their responsibilities	04/07/2016
■ ensure that the premises and resources are fit for purpose and comply with requirements of health and safety legislation.	04/07/2016

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ improve the arrangements for monitoring children's progress to include how well different groups of children are achieving and identify and close any achievement gaps.	04/07/2016

## **Inspection activities**

- The inspection was carried out following concerns raised about how well the provider meets safeguarding requirements and the quality of children's learning and development.
- The inspector observed the quality of teaching and the impact on children's learning both indoors and outside.
- The inspector spoke with members of staff at appropriate times during the day.
- The inspector held a meeting with the manager and provider to discuss how they drive improvement, monitor the quality of practice and support the staff team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of the inspection.
- The inspector looked at children's records, including those to record accidents and medication, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff, a sample of policies and procedures and a range of other documentation.

### **Inspector**

Catherine Greene

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Staff are not confident about the action to take if they have a concern about a child. They are not always clear about who takes responsibility for child protection within the nursery or who they would contact externally with any concerns. Those with responsibility for child protection do not routinely let the provider know when they make important decisions about safeguarding children's welfare. Staff are not clear about risk assessment procedures such as whether or not to cover electric sockets in areas where children play. In addition, staff have identified risks in the premises but the provider has not taken steps to remove or minimise these. For example, heavy doors that lead into the garden and other external doors require maintenance to make them safe. There are inconsistencies in how staff observe and plan for children's learning. Systems to monitor the staff's assessment of children are not effective enough to make sure any gaps in children's learning are closing quickly. At times, staff struggle to model clear, consistent and effective expectations for children's behaviour. This means that children are not always sure about what is acceptable. The lack of monitoring of behaviour management, has an impact on children's personal, social and emotional development.

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

Staff do not make effective use of observations, assessments and information about individual children. Children's assessments are incomplete or not precise enough. Some activities are not organised to make sure they are suitable for the children's ages and abilities. Staff do not always interact with children in a way that helps them make progress, particularly children who need additional support in large group activities. Staff are working hard to make changes to the room layouts and use the resources they have to provide some interesting and stimulating activities. Babies enjoy exploring the resources in baskets on the floor. This encourages them to move and reach to find out what else they can play with. Toddlers enjoy using crayons and pencils and staff read books with children who are excited to find out what will happen on the next page. Despite the weaknesses in teaching some children show their confidence and independent skills.

### Personal development, behaviour and welfare are inadequate

The key person system is not effective. Parents are not always sure who their child's key person is. They do feel they can talk to any of the staff team or the manager about their child. However, staff are not always sensitive to the needs of all children. When children are not engaged and sit alone or if they become upset they are not given enough reassurance or appropriate acknowledgment of what they might be feeling. As a result, some children are not able to form secure attachments. Some children join in with physical exercise energetically when playing outside. They have healthy choices at mealtimes as they enjoy fresh fruit and freshly cooked food that meets their dietary needs effectively.

### Outcomes for children are inadequate

Children's learning is hindered at times due to the lack of effective organisation, including the key person system. This results in children not always having their individual needs met. Children are expected to sit on the mat and babies have to wait seated in chairs for

lengthy periods, particularly at lunchtime. Leaders and managers have not ensured that educational programmes are monitored effectively. Consequently, there are weaknesses in planning, staff practice and assessment arrangements. Staff do not make the best use of the information they hold about children's learning and development. This means children do not make the progress they could. Staff do not routinely monitor any differences in the progress children make to ensure all children are ready for starting school.

## Setting details

<b>Unique reference number</b>	140406
<b>Local authority</b>	Haringey
<b>Inspection number</b>	1052426
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	98
<b>Number of children on roll</b>	137
<b>Name of provider</b>	Bowes Park Nurseries Ltd
<b>Date of previous inspection</b>	6 November 2012
<b>Telephone number</b>	020 8888 1142

Bowes Park Nursery registered in 1998. It is a privately run nursery and operates from a two storey building with six rooms and an enclosed outdoor play area. It is open each weekday from 7.30am to 6.30pm for 48 weeks of the year. The nursery is situated in the Bounds Green area in Haringey. The nursery receives funding to provide free early education for children aged three and four years. It currently supports children with special educational needs and disability and children learning English as an additional language. There are 40 staff working with the children. The majority of the staff, including the manager, hold appropriate early years qualifications. One member of staff has early years professional status.

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