

Hunnypot Corner Day Nursery

140 Squirrels Heath Road, Romford, Essex, RM3 0LU



Inspection date	14 June 2016
Previous inspection date	17 October 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

- Safeguarding procedures are ineffective. Leaders do not ensure that safeguarding concerns are identified and shared with the appropriate child protection agencies.
- Risk assessments are not robust enough to ensure children's health, safety and well-being.
- Leaders and managers have limited capacity to drive improvement. Not enough is done to keep children safe and help them make progress in their learning.
- Leaders and managers do not supervise staff effectively enough to improve the quality of teaching and learning.
- Staff do not have a clear understanding of their role as a key person in meeting children's care and learning needs.
- Staff do not record all accidents and injuries accurately; parents are not always adequately informed as soon as possible when accidents and injuries occur.
- Staff do not ensure that children's health and welfare are promoted. Children do not learn how to keep themselves safe and healthy.
- Information from assessment is not accurate and not well used to enable children to make the progress they should.

It has the following strengths

- The nursery setting provides a sufficient range of play equipment available to children.

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
<ul style="list-style-type: none"> ■ 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 	05/07/2016
<ul style="list-style-type: none"> ■ provide an effective designated practitioner with lead responsibility for safeguarding to provide support, advice and guidance to staff on an ongoing basis and on any specific safeguarding issue as required 	05/07/2016
<ul style="list-style-type: none"> ■ provide a written record of accidents or injuries and first aid treatment and inform parents and/or carers of any accident or injury sustained by the child on the same day or as soon as reasonably practicable 	05/07/2016
<ul style="list-style-type: none"> ■ ensure staff respond and take appropriate action to teach children about good personal hygiene and preventing the spread of infection with particular regard to younger children sharing beakers and comforters 	05/07/2016
<ul style="list-style-type: none"> ■ improve the effectiveness of staff supervision to ensure that monitoring of staff practice is used effectively to promote the interests of children, improve teaching skills and promote a shared approach to continuous improvement 	05/07/2016
<ul style="list-style-type: none"> ■ provide effective systems for monitoring the quality of teaching to make sure targets set are followed up and staff's practice improves 	05/07/2016
<ul style="list-style-type: none"> ■ implement effective staffing arrangements that meet the needs of children, ensures their safety at all times of the day 	05/07/2016
<ul style="list-style-type: none"> ■ implement a thorough and effective risk assessment that demonstrates prompt action is taken to remove or minimise risk to ensure children's safety at all times and to inform parents and/or carers or inspectors of how risk is managed 	05/07/2016

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the frequency, consistency and quality of observations of children's learning and use the information gathered to plan for children's individual learning needs and to assess and monitor their progress 	29/07/2016

Inspection activities

- The inspection was carried out following concerns received about how well the provider was meeting safeguarding requirements.
- The inspector observed activities throughout the inspection.
- The inspector spoke with members of staff and children at appropriate times during the day.
- The inspector carried out a joint observation with the manager.
- The inspector took account of views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, the setting's self-evaluation and a range of other documentation, including policies and procedures.

Inspector

Julia Crowley

Inspection findings

Effectiveness of the leadership and management is inadequate

The management structure is unclear. Leaders and managers do not make accurate assessments of the quality of the provision. They do not supervise or support staff well enough to help them improve their practice. The manager provides staff with advice on practical matters but this does not ensure that the necessary improvements are made to meet the needs of children. The monitoring of children's progress is ineffective which has resulted in teaching and care that does not identify and support children's needs. Weaknesses in outcomes for children are not identified or acted on. Safeguarding is not effective. Leaders and managers do not follow procedures and fail to report all safeguarding concerns. Risk assessments and safety checks lack rigour and risks are overlooked. This has a significant impact on children's safety and well-being.

Quality of teaching, learning and assessment is inadequate

Staff are unclear of children's needs and do not consider their next steps for learning. Key persons do not gather the necessary information from parents to establish children's starting points. As a result, staff are unsure about how to plan for children's learning. In addition, staff do not complete observations and assessments well enough to monitor children's progress or identify any potential gaps in their learning. Activities are not planned effectively. Insufficient resources are available when many children choose to take part in particular activities. Children's language and communication are not promoted as staff do not offer enough opportunities for children to share their thoughts and questions. Staff do not allow time for children to respond to their questions. This impacts on children's self-esteem as they do not feel valued. They do not learn how to contribute to discussions or take turns in listening to others.

Personal development, behaviour and welfare are inadequate

The key person system is ineffective. Leaders and managers do not ensure that staff provide continuity of care or support secure attachments. Leaders and managers give insufficient emphasis to the importance of the key person role. Parents are unaware of who their child's key person is when staff leave. Key person handovers do not include all of the necessary information about children's learning needs. For example, new key workers are unaware that observations and assessments of children are not up to date. Children's health is not promoted. Leaders and managers do not always inform parents of injuries sustained by children as soon as reasonably practicable, neither are they recorded accurately. This hinders the provider in carrying out full and comprehensive risk assessments to minimise risks. In addition, children's health is not promoted and insufficient care is taken to reduce the spread of infection and germs when children have colds. There are no systems in place to ensure that children do not drink from the same beakers. Dummies are shared between children then stored on work surfaces and other unhygienic areas.

Outcomes for children are inadequate

The weaknesses in the quality of teaching and the key person system result in outcomes for children that are not good enough. Children's progress is not sufficiently monitored and assessed. Children are ill-prepared for school or their next stage of learning.

Setting details

Unique reference number	EY274438
Local authority	Havering
Inspection number	1051978
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	26
Number of children on roll	43
Name of registered person	Karen Angela Johnson
Registered person unique reference number	RP514748
Date of previous inspection	17 October 2013
Telephone number	01708 376586

Hunnypot Corner Nursery registered in 2004. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned nursery and operates from a converted house in a residential area of Harold Wood in the London Borough of Havering. All children share access to an enclosed outdoor play area. The nursery is open each weekday from 7am until 6pm, all year round. There are currently 43 children on roll in the early years age range.

The nursery gets funding for the provision of free early years education to children aged three and four years old. The nursery supports children with special educational needs and/or disabilities. It also supports children who speak English as an additional language. The nursery employs nine members of staff, eight of whom have appropriate early years qualifications.

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.

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