

# Marcham Little Angels (Nursery, Pre-School And After School)

Anson Field, Morland Road, Marcham, Abingdon, OX13 6PY



## Inspection date

Previous inspection date

1 November 2016

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
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

- Breaches of the safeguarding and welfare requirements of the early years foundation stage compromise children's safety and well-being.
- The quality of teaching is too variable. Some staff do not demonstrate a clear understanding of how children learn and develop. This means that children are not making the best possible progress.
- Staff do not have a shared understanding of ways to manage children's behaviour and the strategies used are not always age appropriate.
- On the day of the inspection there were not enough staff to safely look after the number of children present at all times throughout the day. At times, staff were not well deployed to meet the children's individual needs.
- The management team is aware of the weaknesses in the provision but has not been able to address the many identified areas for improvement effectively.

### It has the following strengths

- The managers have ensured that the premises are clean and hygienic, including the kitchen.
- The nursery ensures children learn about and meet with those that live in the local community, such as older residents.
- Parents are supportive of the nursery and the friendly staff.

## 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 that any safeguarding concerns about children are responded to in a timely and appropriate way	09/01/2017
■ ensure that safeguarding policies and procedures are updated to take into account the nursery's use of social media	09/01/2017
■ ensure that staff understand the nursery's safeguarding policies and procedures and know how to respond to and escalate any concerns relating to children and staff	09/01/2017
■ ensure that people looking after children are suitable to fulfil the requirements of their role	09/01/2017
■ ensure that arrangements for staff supervision, including support, coaching and training, are improving the personal effectiveness of staff	09/01/2017
■ improve the key person arrangements so that every child's care is tailored to meet their individual needs	09/01/2017
■ ensure that staffing arrangements meet the needs of all children and ensure their safety at all times	09/01/2017
■ ensure that parents and/or carers are informed of any accident or injury, especially head injuries, sustained by their child on the same day or as soon as reasonably practicable	09/01/2017
■ make sure that any strategies used to manage children's behaviour are age appropriate, effective and understood by the whole staff team	09/01/2017
■ ensure that staff assess risk effectively in order to remove or minimise hazards, especially in relation to the blind cords in the baby and toddler room	09/01/2017
■ make sure that staff record the children's hours of attendance at the nursery accurately.	09/01/2017

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

**Due Date**

- |  |            |
|--|------------|
| ■ develop staff's knowledge of the learning and development requirements of the early years foundation stage, so that teaching in the nursery is consistently good or better   | 28/02/2017 |
| ■ ensure that staff understand systems to observe, assess and plan for each child's individual next steps in learning so that all children, including those at risk of under-achievement, make the best possible progress. | 28/02/2017 |

**Inspection activities**

- The inspector spoke to some parents and took their views into account.
- The inspector spoke to children and staff at appropriate times throughout the day.
- The inspector held a meeting with the manager of the setting.
- The inspector sampled the setting's documentation including policies and procedures, staff files and records of children's learning.
- The inspector observed teaching and children's learning across the age groups, both indoors and outside.

**Inspector**

Penny Fisher, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Although the management team understands the requirements of the early years foundation stage, they acknowledge that they have not ensured that these are being routinely met within the nursery. Following recent events, managers have prioritised the cleanliness and hygiene of the nursery. However, this has had a negative impact on standards in other aspects of the provision and managers have not identified significant weaknesses in practice. Safeguarding is not effective. Despite training, managers and staff do not demonstrate a clear understanding of how to protect children and, on occasion, their response to concerns has been inadequate. The safeguarding policy has not been updated to demonstrate how the nursery ensures that social networks are used safely. Staff carry out some monitoring and supervision of teaching practice, but this is not effective. Managers do not have a clear picture of how well children, and groups of children, in the nursery are developing or whether they are ready for the move on to school. The managers do demonstrate a clear commitment to the children and local community and to improving the quality of provision.

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

Some practitioners do not promote children's learning and development well enough. Babies are soothed and settled in a kind manner, but staff do not do enough to encourage their communication and language development. Some activities planned for the youngest children in the nursery are not age appropriate and staff do not appear to understand what they want the children to learn. For example, following the children making marks on some paper, staff plan to roll them up to make firefighters' poles, but cannot explain what the children will gain from this. Older children are not engaged in enough purposeful play. Some flit between activities, while other quieter children spend too much time on their own without any staff interaction. When teaching is good, some older children concentrate well, for example, enjoying maths puzzles or recalling the spider webs they saw in the garden. Overall, staff miss too many opportunities to extend children's learning.

### Personal development, behaviour and welfare are inadequate

Breaches in the safeguarding and welfare requirements have a significant impact on children's safety and well-being. Weaknesses in teaching mean that children are not always well occupied during their time at nursery. At these times, children's behaviour deteriorates. For example, children sit on chairs for too long while waiting for their morning snack. They start to climb on chairs and shout. Staff put children's snacks on their plates and pour drinks for them. They do not encourage the older children to have a go and develop their independent skills in readiness for school. At other times, children argue over too few resources, such as the paint brushes outside. Although some staff intervene quickly to support children, others do not. Some strategies to manage children's behaviour are not effective or appropriate. For example, children under the age of two years do not understand why they should sit on a chair on their own when told to do so by a member of staff. Their non-compliance means the strategy is unsuccessful. Furthermore, staff do not have a shared understanding of the nursery's behaviour management policy, which leads to inconsistency in staff practice. Overall, children are not

offered clear explanations of why their behaviour is unacceptable and how their actions impact on others. Sometimes, staffing arrangements are not carefully considered to ensure that children's individual needs, such as their personal care, are well met.

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

The variable quality of teaching and a lack of effective monitoring hinders children's progress. Some staff do not have an accurate picture of what children know and can do. This means that the activities they plan are not carefully linked to what children need to learn next and do not help children to move forward in their development. There are gaps in some children's learning that are not being rapidly addressed and this means children are not ready to move on to the next stage in their learning. Younger children benefit from spending some time with the older ones. However, many are still at an early stage of learning to share, take turns and treat each other with respect.

## Setting details

<b>Unique reference number</b>	EY497428
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1073635
<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 - 11
<b>Total number of places</b>	46
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	The partnership of Helen Corcoran and Kaye Merriman
<b>Registered person unique reference number</b>	RP903912
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07516474287

Marcham Little Angels re-registered in 2016. It operates from premises in Marcham, Oxfordshire. The provision is open from 8am to 5.30pm and operates throughout the year with the exception of the week between Christmas and New Year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 11 staff caring for the children, nine of whom have childcare qualifications and one of the managers holds Early Years Professional status.

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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