

# Little Treasure Day Nursery

49 Oxford Road, Cowley, Oxford, OX4 2ER



## Inspection date

15 November 2016

## Previous inspection date

21 December 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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 compromise children's safety and well-being. For example, the nursery's risk assessment has not identified hazards in the outside play area.
- Children are not supervised effectively. Sometimes, staff do not notice when children require their care and attention. This means that children's individual needs are not well met.
- Staff do not manage children's behaviour well. Too often, staff fail to intervene appropriately and do not support the children to understand why their behaviour is not acceptable.
- Children's attendance is sometimes not logged accurately. At times, staff are not aware of the number and ages of the children in the nursery. This could impact negatively on children's safety, for example, if staff need to evacuate the building.
- The quality of teaching is not good enough to ensure children are ready to move on to school. Staff do not make sure that the activities provided are well planned and meet children's learning and development needs. This hinders children's progress.

### It has the following strengths

- Parents speak highly of the nursery provision. Staff work well with parents to ensure a two-way flow of information regarding what children enjoy doing at home and what they need to learn next.

## 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 or welfare concerns about children, such as their non-attendance, are understood and responded to in a timely and appropriate way	18/01/2017
■ ensure that safeguarding policies and procedures are updated to take into account the most recent legislation	18/01/2017
■ ensure that records of children being cared for on the premises are accurate at all times so that staff are always aware of the number and ages of children attending	18/01/2017
■ improve the staffing arrangements to meet the needs of all children and ensure their safety	18/01/2017
■ ensure that strategies used to manage children's behaviour are effective and support children to learn to manage their feelings and understand the difference between right and wrong	18/01/2017
■ improve the procedure for assessing risks to ensure all potential hazards are identified and the environment is consistently safe for children	18/01/2017
■ ensure that records and information are maintained well so that there is clear evidence of the safe and efficient management of the setting and to help ensure the needs of all children are met.	18/01/2017

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

	Due Date
■ improve staff's knowledge and understanding of how children learn in order to ensure that children's individual learning and development needs are met and that all children make good progress	18/04/2017
■ ensure that staff have high expectations for all children and groups of children, including those that have special educational needs and/or disabilities and those that are disadvantaged.	18/04/2017

## **Inspection activities**

- This inspection was carried out in response to information received by Ofsted which raised concerns about children's safety.
- 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 conducted a joint observation with the manager.
- The inspector held a meeting with the manager to discuss the leadership of the nursery.
- The inspector observed teaching and children's learning both inside and outdoors.
- The inspector sampled the nursery's documentation, including journals of children's learning, safeguarding information and staff suitability records.
- The inspector held a discussion with a representative from the local authority supporting the nursery.

## **Inspector**

Penny Fisher, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Despite ongoing support from the local authority, the manager has not ensured that the nursery is meeting statutory requirements. Some of the weaknesses identified at this inspection have also been raised at previous Ofsted visits. Safeguarding is not effective. The manager, who is also a designated lead officer for safeguarding, has not ensured that she has an up-to-date understanding of the status of any nursery children that receive children's social care services. Furthermore, information to support the protection of any such children is not always shared in a timely manner. The safeguarding policy contains out of date information. This means that information for parents on the nursery website is not current. Although records of children's attendance are maintained, these are not always accurate and do not clearly identify when children are unexpectedly absent. This makes it difficult to monitor children's attendance effectively and ensure they are safe and well. Some important documents, such as children's care plans and staff training certificates, were not easily accessible or available for inspection. The manager is able to identify weaknesses in the quality of teaching, but these have not been effectively addressed through supervision, coaching or mentoring.

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

The quality of teaching is too variable and does not ensure that all children make good progress. Staff's expectations for some children are too low and not all staff demonstrate a good enough knowledge of how children learn. Some activities are poorly planned. For example, on the day of the inspection staff did not know why they had taken a group of children to play upstairs. Furthermore, limited resources were made available to them to support their play while upstairs. During this period, a construction activity for older children was disrupted by a younger child for whom the size of bricks was neither safe nor suitable. Staff miss opportunities to extend the children's learning. They do not use all opportunities to extend children's communication and language skills, for example, when children are painting. Throughout the day too many children wander aimlessly or play on their own without sufficient adult support for their learning. Some records of children's learning are incomplete and the staff's observations of children lack detail. Staff are not using what they know about the children to identify age-appropriate next steps in their learning. Staff recognise the importance of working closely with parents and ensure they share information to help parents continue their children's learning at home.

### Personal development, behaviour and welfare are inadequate

Staff have not carefully considered children's safety in the outside play area. On the day of the inspection, a gate leading to an outside staircase was unbolted and easily opened. Concrete pillars in the outside area have not been risk assessed and pose a hazard to children when running or using ride-on toys and trikes. Ineffective staff deployment and a lack of vigilance mean that too many incidents go unnoticed or unchallenged by the staff team. For example, at times children throw, kick and snatch toys from each other and these incidents are not addressed. When children misuse the slide they are not made aware of the possible consequences of their actions for their own and others' safety. When staff do intervene, they are sometimes abrupt and do not explain to the children

why they are asking them to do something. This means that children are not learning how to keep themselves safe.

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

The variable quality of teaching, alongside the breaches in the safeguarding and welfare requirements, impact negatively on the progress that children make at the nursery. Children are too often not engaged or interested in the resources and activities on offer. This means they are not developing their concentration skills. For example, although some children enjoyed a singing session and joined in with the actions, others were talking to each other or lying on the floor kicking the wall. A lack of good quality adult interaction means that children's developing communication and language skills are not well supported. Children do not always listen to staff or follow their instructions. Therefore, they do not develop the important skills they need for learning and their future move on to school.

## Setting details

<b>Unique reference number</b>	EY459789
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1036770
<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>	1 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Marian Nsune-Kuo Mohammed
<b>Date of previous inspection</b>	21 December 2015
<b>Telephone number</b>	01865236840

Little Treasure Day Nursery registered in 2013 and operates from a church hall in the Christian Life Centre in Cowley, Oxford. It opens on weekdays from 8.30am to 5.30pm, for 50 weeks a year. The nursery employs seven members of staff, five of whom have relevant childcare qualifications. Funding is accepted for the provision of free early education for children aged two, three and four years.

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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