

# Mobabiekidz Nursery School



Mistley Community Hall, Great Mistley, Vange, Basildon, Essex, SS16 4BE

## Inspection date

9 March 2017

Previous inspection date

7 December 2015

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 safe. Staff demonstrate an unacceptably poor knowledge of how to safeguard children.
- Staff are not aware of how to carry out effective risks assessments to ensure that action is taken to reduce or remove hazards to children's safety.
- The provider's supervision of staff's practice is poor. She does not take effective action to ensure that staff are suitable to fulfil the requirements of their roles. Staff have a poor understanding of the 'Statutory framework for the early years foundation stage'.
- Staff are not aware of how to effectively manage children's behaviour appropriate to children's age and stage of development.
- Children are not provided with an appropriate range of activities to engage and motivate them. This has a negative impact on children's self-esteem and behaviour.
- The provider's monitoring of staff's teaching practice is not effective. Staff are not provided with clear directions on how they can improve their practice.
- Staff's observations and their assessments of what children know and can do are not correct. Written records lack accurate evidence of children's progress.
- Staff do not provide sufficient challenge for children in their learning. Children experience a poor quality of interaction from staff and do not make expected progress.

### It has the following strengths

- Children have access to daily outdoor play and physical exercise.

## What the setting needs to do to improve further

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

We intend to take steps to suspend registration and will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ train all staff to understand the safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues, including the wider aspects of safeguarding	31/03/2017
■ ensure that all staff are aware of the action to take when an allegation is made against a member of staff or if they witness a member of staff inappropriately handling a child	31/03/2017
■ implement effective supervision to ensure that staff have the appropriate knowledge and skills to carry out their roles and responsibilities	31/03/2017
■ ensure that staff have a sufficient knowledge of the 'Statutory framework for the early years foundation stage' to enable them to implement the requirements effectively	31/03/2017
■ ensure that staff have the knowledge and skills to manage children's behaviour in an appropriate way that is relevant to children's ages and stages of development	31/03/2017
■ ensure that effective risk assessments are in place so that any hazards to children's safety are reduce or removed	31/03/2017
■ ensure that a sufficient range of activities and resources are available so that children experience a stimulating environment that promotes their well-being and self-esteem	31/03/2017

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

	Due Date
■ improve the quality of teaching so that children experience activities that provide sufficient challenge to promote their learning and development	24/04/2017
■ ensure that planning for children's learning takes account of children's individual needs, interests and current stage of development	24/04/2017
■ ensure that assessments of what children know and can do are accurate and used to identify any gaps in children's learning so the appropriate support can be provided swiftly	24/04/2017

## **Inspection activities**

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager who is also the provider. She looked at relevant documentation, such as the nursery's risk assessments, records of the suitability of staff and children's development records.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### **Inspector**

Daniella Tyler

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider has failed to identify several breaches in the requirements of the 'Statutory framework for early years foundation stage'. These have a significant impact on children's safety and welfare, and learning and development. Safeguarding is not effective. Although all the staff have attended safeguarding training, they demonstrate an extremely poor understanding of how to identify the possible indicators that a child may be suffering from abuse. If they do identify a concern they are not aware of the procedures to follow to report them. Staff state that they would raise concerns with parents, even if they suspect that they are the perpetrators. This puts children at significant risk of harm. In addition, staff are unable to recognise or have knowledge of the procedure they should follow when a member of staff is acting inappropriately with a child. Staff are also not aware of wider safeguarding issues. They have no knowledge of recent guidance about protecting children from extremist views. The provider's supervision of staff is poor. She does not demonstrate the leadership skills in order to carry out effective procedures to check that staff are suitable to fulfil their roles. Staff are not provided with clear directions on how they can improve their practice. The provider has not identified that staff lack knowledge in first aid, appropriate staffing ratios, safeguarding and risk assessments. Staff who have recently attended first-aid training are not aware of how to administer first aid to a child who may be choking or how to administer Cardiopulmonary Resuscitation. In addition to this, the provider is not carrying out effective monitoring of staff's teaching practice, planning and assessments of children's development. As a result, children experience poor quality teaching and learning.

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

Although well qualified, the staff do not have the skills to engage children in purposeful play activities. Staff sit and wait for children to approach them and provide very mundane and limited opportunities for children to learn. For example, when children want to join in the water play there are not enough resources for them to use and staff do not offer alternatives. Children become disinterested and leave activities quickly. They are often walking aimlessly around the setting and staff do not make attempts to engage the children. Children are not provided with appropriate and consistent challenge in their learning. Staff often respond to children with one word answers and provide the same level of activity to children of different ages and abilities. For example, while younger children are playing with water, staff make no attempt to enable the more able children to learn new things, such as why the water comes out of a funnel or why the water makes the cogs spin. Staff merely sit and watch the children and make no contribution to children's ongoing learning. Staff do not observe children often enough to enable them to gain a clear picture of what the children can do. In addition, they do not use the information they do get to complete accurate assessments of what children know and can do so they can plan activities that are tailored to children's interests or needs. For example, staff explain to the inspector that the activities they plan to do with the children are stored away in a cupboard. Staff make no effort during the inspection to get them out. Parents comment that they are updated about the children's day and receive art work the children have created.

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

Staff's poor knowledge of safeguarding has a significant impact on children's safety and welfare. Risk assessments and the supervision of children are very poor. At the inspection children were able to wrap their heads and necks in a netted canopy and staff did not notice the children had done this. The lack of interaction from staff and limited resources has a negative impact on children's self-esteem as children become restless with nothing to stimulate and engage them. This leads to children not listening to staff and displaying behaviour that staff identify as unwanted, such as running inside or throwing toys. Staff have a poor understanding of how to effectively manage children's behaviour. Staff use a 'time out' chair for children if they display unwanted behaviour. If a child hurts another child they are made to say sorry to them. If they refuse they are made to sit back on the chair again until they say sorry. This does not effectively support children's emotional well-being, support children to be able to learn to manage their own behaviour or understand the consequences their behaviour has on others. Staff promote the use of good manners with the children. Children settle appropriately and are able to communicate their needs to staff.

**Outcomes for children are inadequate**

Children are not well prepared for the next stage in their learning, including the move to school. The provider and staff do not monitor children's learning well enough to enable them to identify any gaps in children's development. As a result, children who need extra support are not identified and provided with the help they need to enable them to make good progress in their learning. Children become disengaged with learning. They display limited language skills. Children lack skills in forming social relationships with each other. Children have access to some activities, such as pencils, pens and craft materials. They access this independently so learn some skills, such as holding a pen.

## Setting details

<b>Unique reference number</b>	EY469792
<b>Local authority</b>	Essex
<b>Inspection number</b>	1085411
<b>Type of provision</b>	Sessional 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 - 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Mobabiekidz Nursery Limited
<b>Registered person unique reference number</b>	RP910634
<b>Date of previous inspection</b>	7 December 2015
<b>Telephone number</b>	07507155583

Mobabiekidz Nursery School was registered in 2014. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional status. The nursery opens from Monday to Friday term time only. Sessions are from 7.30am until 9am for the breakfast club, 9am until 3pm on Monday, Tuesday, Thursday and Friday and from 9am until 12.30pm on Wednesday. The nursery provides funded early education for two-, three- and four-year-old children.

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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