

# Acton Day Nursery & Pre-School

294 High Street, London, W3 9BJ



## Inspection date

22 March 2018

## Previous inspection date

26 April 2016

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

- The systems for self-evaluation are poor, and the provider fails to identify hazards that significantly compromise children's safety and welfare. For example, staff do not ensure that fire exits remain unobstructed at all times and they do not risk assess the premises effectively to identify potential hazards to children, including during sleep time.
- The provider does not ensure that all staff have sufficient knowledge of safeguarding issues, such as the 'Prevent' duty. She does not ensure that staff record children's daily hours of attendance accurately to help protect their welfare in an emergency.
- The provider does not provide the new manager and staff with adequate supervision to help them develop the skills they need to maintain good standards of teaching and care.
- Staff do not know how to manage children's behaviour appropriately. Children display negative behaviour and they do not understand the effects of their actions on others.
- Partnerships with parents are weak. Staff do not share enough information with parents, such as how to make complaints and about their children's learning at the nursery.
- Staff do not observe and assess children's learning precisely. They do not plan activities to meet children's individual needs, including those who prefer to play outdoors. Children do not make adequate progress given their starting points.

### It has the following strengths

- Staff teach children appropriate hygiene practices, such as handwashing, to help prevent the spread of infection. There are suitable toilet facilities for children and 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 fire exits are clearly identifiable and fire doors are free of obstruction and can easily be opened	20/04/2018
■ carry out rigorous risk assessments so that potential hazards can be identified and minimised, and children are not exposed to any risks, including during sleep time	20/04/2018
■ ensure staff working with children gain a secure knowledge and understanding of all safeguarding issues, particularly the 'Prevent duty guidance for England and Wales 2015' and the reporting procedures for concerns	20/04/2018
■ maintain a daily record of the children being cared for on the premises and their hours of attendance	20/04/2018
■ develop the arrangements for monitoring and supervision of staff, and ensure that they have a clear understanding of their responsibilities to support children's welfare and learning	20/04/2018
■ ensure behaviour management techniques provide children with clear messages of what is expected of them and how to manage their feelings and actions positively	20/04/2018
■ develop information sharing with parents and/or carers so they are better informed about their children's learning and how to make complaints	20/04/2018
■ ensure that outdoor activities are planned and taken on a daily basis.	20/04/2018

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

	Due Date
■ implement effective systems to observe and assess children's learning and use this information to plan challenging and stimulating activities to support all children to make progress.	21/05/2018

## **Inspection activities**

- The inspection was carried out following the risk assessment process.
- The inspector looked at samples of policies, procedures, staff suitability checks and children's records. She spoke to parents during the inspection and took account of their views.
- The inspector discussed the safeguarding and self-evaluation procedures with the provider and nursery manager.
- The inspector observed the quality of teaching during activities indoors. She spoke to staff and interacted with children at appropriate times.
- The inspector carried out a joint observation with the nursery manager.

## **Inspector**

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider does not ensure that exit routes are free from obstructions at all times. She fails to identify that staff do not risk assess the premises rigorously to help keep children safe. For example, staff placed a vacuum cleaner where children were sleeping and did not recognise that this was a potential hazard. Furthermore, some staff lack knowledge of what to do when a child is at risk of being exposed to extreme views. They are unclear how to report any concerns to protect children's welfare. However, they have some knowledge of what to do if an allegation is made against any member of staff. Staff do not record children's daily attendance accurately, as required. These weaknesses seriously compromise children's safety and welfare. The provider does not evaluate the provision accurately. Recently, there has been a high turnover of staff, including the manager. Staff do not receive sufficient coaching and training to improve their practice. However, the provider follows appropriate recruitment process and all staff undertake the Disclosure and Barring Service process to help check their suitability to work with children. She has taken suitable steps to fix the previous drainage problems in the garden.

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

Staff do not work closely enough with parents. They fail to keep parents informed of all aspects of their children's learning and how to make a complaint. Staff do not observe and assess children's progress regularly and precisely to help them plan for what children need to learn next. As a result, most of children's learning is incidental rather than purposeful. For example, staff do not challenge or extend children's learning despite them showing interest in role play. Children become bored and restless. On other occasions, children find group activities too long or too difficult. This hinders the progress children make. During story time, younger children quickly become disengaged because staff do not choose the story books carefully to capture their interest and imagination. Overall, children are not motivated to learn. However, older children have some opportunities to practise their drawing and cutting skills, and younger children play with sand to help develop their creative skills.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management put children's safety and welfare at significant risk. Although staff deploy themselves appropriately, they are not all effective in helping children to understand the nursery's rules and boundaries. For example, some staff are less confident in managing children's negative behaviour, such as when children shout, snatch toys or hurt each other. Others who are more experienced are too occupied in dealing with children's poor conduct, which disrupts their teaching. This causes some distress to children and affects their overall learning experiences. Children who enjoy playing outdoors have very limited opportunities because staff do not ensure that they have regular access to the outdoor space. Children receive fresh and balanced meals.

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

Children, including those who speak English as an additional language, do not gain the important skills that they need for their future learning, including their move on to school. They do not consistently show confidence in their abilities and they do not receive sufficient challenge that meets their individual needs. Despite this, younger and older children develop some independence skills. For example, they make choices in their play and have opportunities to carry out age-appropriate tasks during play and daily routines.

## Setting details

<b>Unique reference number</b>	EY478815
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1132989
<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
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	V, D's & Every Kid's Dreams Nurseries Limited
<b>Registered person unique reference number</b>	RP533765
<b>Date of previous inspection</b>	26 April 2016
<b>Telephone number</b>	02089935690

Acton Day Nursery & Pre-School registered in 2014. It is located in the London Borough of Ealing. The nursery is open from 8am until 6pm on Monday to Friday, except for bank holidays. It employs four permanent members of staff. Of these, three hold appropriate early years qualifications from level 3 to level 6. The nursery receives funding for the provision of free early education to 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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