

# Chaston Nursery School

30-31 Palmerston Road, London NW6 2JL



<b>Inspection date</b>	9 October 2018
Previous inspection date	21 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Outstanding	1
Effectiveness of 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

### The provision is inadequate

- The provider does not meet all of the safeguarding and welfare requirements. Staff do not have a clear understanding of what to do if they have concerns about a child's safety and welfare. Staff are not following the setting's own procedures including those for not admitting children who are infectious or unwell.
- Not all children have a key person to meet their care and learning needs. As a result, some children are not able to form secure relationships with adults or feel entirely confident while at nursery.
- Staff are not adequately deployed to keep children engaged and to ensure their individual needs are consistently met. Contingency arrangements for staff absence are ineffective and result in occasions where staff-to-child ratio requirements are not met.
- Leaders have not ensured that robust procedures are completed when recruiting and vetting staff to ensure they are suitable or safe to work with children.
- Leaders and managers are not consistently monitoring how staff plan for and support children's progress to achieve as well as possible. Staff fail to use information gathered from observations and assessments to identify and swiftly address gaps in children's learning. In particular, for children with English as an additional language.

### It has the following strengths

- The provider has developed an action plan that identifies some key priorities with targets to make improvements. This has been positively accepted by the staff team who are committed to help focus on ways to further improve the provision.
- Most parents make positive comments about the quality of care provided by staff who they say are considerate and caring. They say they enjoy contributing to special events at the nursery.

## 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 staff promote the good health of children and take necessary steps to prevent the spread of infection by not accepting children into the setting who are ill or infectious	23/10/2018
ensure that staffing ratio requirements are maintained at all times, and that staff are appropriately deployed to meet the needs of all children, in particular to support younger and less-confident children's emotional well-being	23/10/2018
establish effective key-person arrangements so that children's individual needs are met and children develop a strong relationship with a consistent familiar person	23/10/2018
improve the recruitment procedures to ensure thorough vetting processes are established	23/10/2018
improve the effectiveness of staff supervision to ensure that the monitoring of practice is used effectively to improve teaching skills and promote a shared approach to continuous improvement	23/10/2018
ensure staff know who is the contactable lead practitioner for safeguarding at the setting and can seek advice and support in order to know how to implement safeguarding policies and procedures.	23/10/2018

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

	Due date
ensure effective systems are in place to take swift action when there are emerging concerns about children's learning and development. This must involve parents and where appropriate other relevant professionals	23/10/2018
ensure that the provider monitors the quality of teaching and learning and the impact for all children more closely, so that any gaps in their learning are quickly identified and addressed	23/10/2018

## Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector observed the quality of teaching and support for children's learning.
- The inspector looked at a sample of documents, including children's records, safeguarding policies and procedures and evidence of the suitability of staff working at the setting.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching and risk assessments in the setting.
- The inspector talked to parents and staff during the inspection and took their views into account.

**Inspector**

Catherine Greene

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The induction procedures to fully equip senior staff to run the nursery efficiently and meet all requirements in the provider's absence are not secure. Staff are not all confident about following the settings safeguarding procedures. This includes who to contact where there are concerns about a child or in relation to an allegation being made about a staff member. This follows changes in the leadership team including to their roles and responsibilities. This has left staff without clear direction or suitable support to carry out their roles effectively. Staff do not always follow the procedures for children who may be ill or infectious by accepting children into nursery when they are not well enough to be there. Ratio requirements are not always met and staff are not deployed effectively to guarantee good levels of teaching and the quality of care consistently. This impacts on children's safety and the quality of the experience provided. In addition, staff are not provided with effective support, coaching and mentoring to help raise the quality of teaching and improve outcomes for children. The provider does not check that suitability records are updated for all adults who work in the nursery. The newly appointed manager has begun to evaluate the effectiveness of the service. For example, she has identified that the system followed by staff for risk assessing the nursery had not been rigorous enough. Leaders and managers have begun to address this. Measures have been taken to secure the buggy storage so that an exit from the building is kept clear. In addition, a protective panel has been secured across the area used to heat baby's bottles. This is in consideration that this area is used as a thoroughfare between the baby and toddler rooms.

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

Weaknesses in assessment, planning and teaching have a significant impact on children's learning. Staff do not observe and assess children's learning and development effectively. This means they are unable to identify strengths and any areas where children's progress is less than typical. Leaders and managers do not monitor this effectively and staff are not always given the time and resources needed to assess children's progress accurately. This includes for those children where there are emerging concerns. This results in children who need additional support not being identified soon enough. Although staff plan activities, these often lack suitable challenge and do not focus on what children enjoy and can do. For example, staff were not successful in engaging older children during a maths activity due to lack of planning and poor resources. This limits children's overall enjoyment and motivation to learn. On other occasions, staff failed to recognise when children became disengaged and restless because the group activity was not interesting for the older children or when younger children needed adult support and attention to be able to join in. Although some staff respond to children's emerging needs, they do not use the opportunities well enough to build or extend children's existing skills. Despite this, children develop some independence skills, such as during daily routines. They enjoy some activities that support their social and physical skills. For example, they have regular opportunities to exercise, riding bikes and playing with construction confidently in the outdoor play area.

### Personal development, behaviour and welfare are inadequate

The provider does not ensure children's well-being due to significant weaknesses in safeguarding practice. Changes in the staff team mean that not all children have a key person. This impacts on children's emotional well-being particularly for those new to the setting and those who have specific needs. Some children generally enjoy their time at nursery. However, during the morning breakfast and story time activity not all children are engaged and some get frustrated at the amount of time they have to sit waiting at their tables. In the baby room staff use the space they have resourcefully to encourage babies to crawl and develop their physical skills. Babies enjoy exploring different materials and textures to support their sensory development. The newly appointed manager has met with parents and has begun to gather information for children that is individual to each child. Children behave well, they understand how to take turns and share resources. They are able to moderate their own and others' behaviour. For example, when children want to ride the same bike they negotiate and are able to independently agree that they will take turns when they finish riding the circuit. Staff promote children's health. For example, children play outside each day, enjoy nutritious meals and readily help themselves to fresh drinking water.

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

Children often lose interest and become disengaged because the activities are not suitably challenging. This means that some children are not developing skills in readiness for starting school. Children's communication and language skills are not well promoted. This is because staff do not always interact with children effectively. Assessments of children's progress are not accurate or thorough enough to ensure that gaps in children's learning and development are identified. This does not ensure that appropriate support is in place to help all children make good progress. This means that information used by the provider to track the progress of children and identify those that need additional support is not reliable.

## Setting details

<b>Unique reference number</b>	100543
<b>Local authority</b>	Camden
<b>Inspection number</b>	10081243
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Chaston Nursery and Pre-Preparatory School Limited
<b>Registered person unique reference number</b>	RP517473
<b>Date of previous inspection</b>	21 October 2015
<b>Telephone number</b>	020 7372 2120

Chaston Nursery registered in 1996. It is located in the London Borough of Camden. The nursery opens Monday to Friday, from 8am to 6pm, all year round. The provider employs 14 members of staff; of these, eight hold appropriate early years qualifications at level 3 and above. The provider receives funding for the provision of free early education for children aged 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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