

Kentwood Nursery

Inspection report for early years provision

Unique reference number EY102389
Inspection date 12/02/2010
Inspector Marcia Robinson

Setting address Bromley Adult Education College, Kentwood Centre,
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kentwood Nursery is one of three nurseries managed by Bromley Adult Education College. It re-registered as a full day care nursery in 2002. It operates from Kentwood Adult Education College, Penge in the London Borough of Bromley. The nursery has access to two playrooms, a kitchen, bathrooms, an office and an outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered for a maximum of 31 children under eight years, and of these, not more than 12 may be under two years. There are currently 15 children in the early years age group on roll. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery opens five days a week, during term time. They offer flexible hours of care during its opening times of 9am to 16.30pm. The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications and one member of staff is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Staff are kind and caring towards children and have developed secure relationships with them. However, not all staff have a secure understanding of the Early Years Foundation Stage, which results in a number of breaches of the welfare and the learning and development requirements not being adequately met. For instance, children's welfare is not sufficiently safeguarded in this setting, namely because the provider is not meeting a number of specific legal requirements and is in breach of the conditions of registration. The setting promotes inclusion to a satisfactory level. Staff are generally informed of children's individual needs through secure relationships with parents whose views and input are valued. Systems are not securely in place to continually monitor and review the provision, resulting in continuous improvement not being effectively maintained.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- devise and implement an effective safeguarding children policy, including the procedure to be followed in the event of an allegation being made against a member of staff. Ensure staff have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy 12/03/2010

- and procedure appropriately (also applies to the compulsory part of the Childcare Register)
- ensure necessary steps are taken to minimise all hazards to children particularly in relation to the stacked chairs in one playroom and unlidded bins (Suitable premises, environment and equipment) 05/03/2010
 - develop effective partnership with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning for children attending more than one setting (Organisation) 12/03/2010
 - make sure that fresh drinking water is available at all times (Safeguarding and promoting children's welfare) 05/03/2010
 - implement an effective record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 12/03/2010
 - organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, including a suitable range of developmentally appropriate resources accessible to children at all times (Organisation) 12/03/2010

To improve the early years provision the registered person should:

- ensure regular emergency evacuation procedures are carried out so that children can become familiar with the routine in the event of an emergency
- develop staff's knowledge and understanding of the Early Years Foundation Stage, in order to ensure the early years provision complies with the welfare and the learning and development requirements
- develop opportunities for children to have daily access to an outdoor play area
- update the medication record to include all the required details.

The effectiveness of leadership and management of the early years provision

There are limited arrangements in place to safeguard children. Sufficient documentation is available to demonstrate robust vetting and recruitment procedures with regard to staff being suitably qualified and Criminal Records Bureau (CRB) checked. However, the provider has committed an offence by failing to notify us of a change to the person who is managing the early years provision. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage, however, Ofsted does not intend to prosecute on this occasion. Although safeguarding policies and procedures are in place, these are currently undergoing review as they lack thoroughness and rigour. Most staff have not attended safeguarding training for a number of years and demonstrate insufficient knowledge in relation to procedures to follow should they have concerns for a child in their care, or if an allegation is made against them. As a result, children are not

safeguarded and therefore their welfare is at risk. Furthermore, the written risk assessment record in place, lacks some required details, such as who carried out the assessment and the date of the review. Although daily visual safety checks are conducted, these are not fully effective in identifying potential hazards to children from, for instance, uncovered bins and stacked chairs in the playroom.

All regulatory documents are in place but these are not always sufficiently maintained as required. For example, the medication record is not consistently kept to show an accurate record of the time administered. This could compromise children's health and safety. Staff have attended limited training over the past 12 months. For instance, one staff member has updated her first aid certificate and some staff have attended training in areas relating to the Early Years Foundation Stage. Self-assessment tools in place, however, are not used effectively alongside the Early Years Foundation Stage documents to monitor practice. The provider is not aware of the number of requirements not being met as they have not kept up to date with changes in regulations. Changes implemented in relation to some identified weaknesses, such as in the restructuring of the use of space and in observations, have not been sufficiently considered as to the effect on children's individual needs. This means that the needs of a number of children, specifically the youngest and oldest children in both the under two and under four group rooms, are not being met.

Parents provide information about children's individual needs and their likes and dislikes when they first join the nursery. Staff and parents regularly exchange information about children's individual needs and achievements at the start and end of each session, through verbal discussion and a daily diary system. Information displayed outside the nursery room gives parents sufficient information as to a number of policies and procedures, such as the procedures should they wish to make a complaint and where to locate other information. However, opportunities to maximise parents' involvement in their children's learning have not been fully explored as they are not yet contributing to the children's next steps as part of their learning journals. Despite this, feedback from parents is gained to give all staff a broader view of the service offered. A number of parents spoken to on the day of inspection, expressed how happy they are with the service provided. Currently, there are no children attending the setting who have special educational needs. Staff, however, demonstrate a positive attitude to working with other professionals, such as speech therapists, to meet any specific needs. Links have not been formed with other practitioners where children receive care and education in more than one setting. This means that there are no strong relationships to build continuity of care and learning between providers of the Early Years Foundation Stage.

The quality and standards of the early years provision and outcomes for children

The premises are made welcoming and friendly to children, parents and carers. This is achieved through a team of friendly and approachable staff, colourful wall displays and carefully arranged notices both inside and outside the playrooms. Babies and children happily enter the nursery and are confident about leaving their

parents and carers. They enjoy participating in some of the suitable range of activities provided, including older children making masks for Chinese New Year, floor puzzles, sand, corn flour and toddlers pushing their dolls in the buggies available. However, the planning and organisation of the day does not ensure that every child receives an enjoyable and challenging learning and development experience, tailored to meet their individual needs. For example, staff provide older children with a selection of play equipment that is not appropriate for their age and stage of development and is limited in variety and range so that their learning is not being consistently extended or challenged. Children do, however, show some interest and involvement in their play. They play happily either independently or alongside each other. Children generally behave well but sometimes their concentration is limited, particularly during whole group story time sessions. Here, the session is planned as a whole group rather than in smaller groups that are more geared around the ages and individual needs of the children. As a result some children become restless and begin to wander around the room aimlessly which impacts on their behaviour. Management of children's behaviour is not always promoted consistently amongst staff as children are not always helped to understand the consequences of their actions. Staff do, however, have a suitable approach to equal opportunities which contributes to children's positive attitudes to the wider community. This is achieved through a reasonable selection of activities and resources which promote a positive outlook of the wider world. However, there are fewer resources showing positive images of disability and less opportunities are provided for children to learn about the wider community. This results in children's awareness and understanding of their own and other people's different backgrounds and similarities not being effectively nurtured. Children have limited opportunities to explore information technology using a computer because it is only switched on if children ask. Their communication and language skills are suitably promoted through staff asking some open ended questions and through various activities including songs and rhymes as well as favourite story books, such as 'Each peach pear plum'. A suitable variety of creative activities, including easel painting and cutting and sticking, promote children's self-expression whilst having fun. However, not all staff have attended the training provided by the local authority on the Early Years Foundation Stage. As a result, staff are unable to fully support children in their learning and do not consistently have the required knowledge to assess and plan for children's future learning and development. Observations and assessments are basically in place but these are not consistently recorded across the six areas of learning in order that staff have a more accurate picture of children's achievements. This results in them not being able to carry out informed planning, tailored to meet individual needs to ensure children make as much progress as they can towards the early learning goals.

Children are welcomed into clean and well-kept premises where suitable procedures are in place for their secure entry into the play rooms. Babies and children are able to rest according to their individual needs but have few opportunities to take part in physical play activities to support their good health and well-being. This is because the outdoor area is currently not suitable for children to access, which results in them not being able to indulge in planned outdoor play on a daily basis. Further to this, children have sufficient space to play indoors but limited use is made of the available space to increase their physical skills. Children are developing good hygiene practices and becoming independent

in their personal care. Younger children are supported to wash their hands before eating and older more able children follow appropriate hygiene routines most of the time, although sometimes need prompting. Children receive generally healthy foods which are served to them by staff and they have drinks available with their daily snack and lunch. However, children and babies are unable to freely access fresh drinking water throughout the session, which means they are prone to the risk of becoming thirsty. Children learn to take care of the toys and resources as they help to tidy up. However, they are not learning to take responsibility for their own safety. For example, children do not practise the emergency evacuation procedures on a regular basis, therefore, they have less opportunity to become familiar with the routine in the event of an emergency.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement an effective written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) 12/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement an effective written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) 12/03/2010