

# Children & Family Unit

Ackroyd Community Centre, Ackroyd Road, London, SE23 1DL

<b>Inspection date</b>	08/10/2013
Previous inspection date	09/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- There are a significant number of breaches to the safeguarding and welfare requirements. These relate to children's health and safety and include procedures for outings, risk assessments, equipment, lack of paediatric first aid training for staff and unsatisfactory records relating to accidents and children's hours of attendance.
- The educational programmes do not cover the seven areas of learning adequately, due to weaknesses in support for children's communication and language skills, and physical development. Children are inadequately prepared for starting school.
- The provider has not ensured that there is an effective key person system in place for all children attending. Therefore, settling in processes for children are inadequate, resulting in some children being unsettled.
- Staff do not receive the support they need to fully promote the interests of children and implement policies and procedures effectively.
- The provider did not ensure that Ofsted received notification of a serious accident within the required timescale, which is an offence.

### It has the following strengths

- The staff team are friendly and enthusiastic. Children behave well. They share and take turns as they demonstrate active imaginations during their play.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held meetings with the manager of the provision and the nominated person.
- The inspector had discussions with children, staff and parents.
- The inspector observed interactions between staff and children throughout the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector scrutinised a range of documents, policies, children's records, and safety records.

## Inspector

Linda du Preez

## **Full Report**

### **Information about the setting**

Children & Family Unit is one of two childcare provisions run by Ackroyd Children and Families by the Children's Centre Board of Trustees. It has been running since 1980 and registered with Ofsted in 2001. It operates from two rooms situated on the first floor and toilets with nappy changing facilities and a dining room on the ground floor. Children have access to an enclosed outdoor play area. It is situated in a community centre in Brockley, in the London Borough of Lewisham. The nursery is registered on the Early Years Register and both parts of the Childcare Register. It is open each weekday from 8am to 6pm all year round, with the exception of bank holidays. Staff collect children from various local nursery classes in local primary schools throughout the day. There are currently 28 children from two years to five years on roll, who attend for a variety of sessions. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery currently has children who are learning English as an additional language on roll. There are eight members of staff; two staff hold Early Years Foundation degrees and five staff hold relevant qualifications at level 3.

### **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:-

- ensure there is a clear, well-understood and effective policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly
- ensure children are kept safe while on outings, assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards
- ensure that each child is assigned a key person whose role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, build a relationship with their parents and support transitions
- ensure that one person who has a current paediatric first aid certificate is on the premises at all times when children are present, and must accompany children on outings.

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

- ensure that equipment and toys, are safe for children to use. Have, and implement, a health and safety policy, and procedures, which covers identifying, reporting and dealing with accidents and hazards.
- put appropriate arrangements in place for the supervision of staff who have contact with children and families. Provide support, coaching and training for practitioners and promote the interests of children. Foster a culture of mutual support, teamwork and continuous improvement
- ensure that the daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person is kept up to date and is accurate
- improve the educational programmes for physical development to fully support children's health and self-care and provide opportunities for children to learn about ways to keep healthy and safe
- improve the educational programme for language and communication by ensuring that all staff make the most of opportunities to talk to children and encourage them to share their ideas and thoughts throughout the daily routines.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children make limited progress in their learning and development due to lack of management of the educational programmes. Staff do not successfully engage all parents to find out about their children's starting points when their children first start attending. Some children attend the setting for weeks before staff arrange discussions with parents or seek information from the previous provision. This weakness means staff cannot ensure that the learning and care provided is tailored to meet all children's individual needs.

Staff observe and record some children's progress and plan activities based on their next stages for learning and development. They keep most parents up to date about their children's activities through daily discussions and regular meetings as well as progress reports. However, the staff team's strategies for engaging with parents are inconsistent, particularly with regard to the settling in period, which results in some children being unsettled.

The educational programmes do not adequately cover the seven areas of learning and do not provide adequate challenge for children. Some staff encourage children as they play by joining in and offering praise and encouragement. For example, they comment on children's cutting skills and praise them for their efforts. They also make the most of opportunities to introduce counting, such as when children cut strips of paper and hand them to staff. However, staff do not teach children the importance of picking up scissors after dropping them on the floor to support their understanding of their own safety.

Some children enjoy expressing themselves through role-play as they use their imaginations by pretending to prepare food and carry out family roles, such as 'going to work'. They enjoy a variety of activities, such as painting and sticking, to develop their hand control in preparation for writing. However, staff do not support children in developing self-care skills appropriately. During breakfast routines, staff pour children's cereal and drinks rather than encouraging them to manage this small task for themselves to gain a sense of responsibility. Furthermore, staff help older children to put on their coats rather than expecting them to develop the skills to do this for themselves in preparation for their eventual move to school. Throughout the day's routines staff fail to teach children about their own safety, such as when walking down the stairs to play in the outdoor area or during walks from local schools.

Children enjoy bashing, banging and moulding clay and staff sprinkle water on so that they can explore the change in texture and feel. Staff are not always alert to chances to talk to children about their interests and ideas in order to motivate their thinking. During some group times and other activities, such as the walk from school and while sitting waiting to go outside, staff have limited discussions with children, missing the chance to develop their communication and language skills. Children become bored and disengaged as a result. These weaknesses means children are not effectively challenged and are not

supported sufficiently in achieving the range of skills necessary for starting school.

### **The contribution of the early years provision to the well-being of children**

The nursery team has a poor approach to promoting children's safety and well-being; there are ineffective systems to promote their welfare adequately. Staff do not maintain all documentation required for the safe and efficient management of the provision, such as accurate records of children's attendance. Risk assessments are not robust or effective enough. Management has not ensured that staff carry out effective risk assessments for outings, such as the walks from local schools. Staff do not follow procedures when these are stipulated. Staff collect children from school alone, without any method of communication should they need to summon help or support, even though the nursery has a policy which requires lone workers to have a mobile phone at all times. Furthermore, staff collecting children from schools, and those supervising children at the nursery, do not hold current paediatric first aid training. All these weaknesses place children's good health and safety at risk.

Staff miss many chances to teach children how to keep themselves safe. They do not teach children to look after the play environment and how to put away toys for their own safety. The room often becomes untidy; staff often step over toys, which pose tripping hazards. When staff do occasionally pick toys up they do not take these opportunities to teach children how to take care of toys and resources, or how to push chairs in, to avoid the dangers of tripping. This limits children's understanding of the importance of keeping safe and does not help prepare them for their eventual move to school.

Although the nursery has a key person system in place, it is ineffective. Not all staff know who a child's key person is so details of care, learning and development cannot be shared effectively. Staff do not work consistently with all parents to plan a personal settling in period for the child. This means that staff do not have appropriate knowledge of each child's individual interests and needs when they first start at the nursery. Consequently, some children are very unsettled. This demonstrates that children's personal, social and emotional needs are not adequately supported. Despite this weakness, children and parents arrive at the nursery to a warm welcome from the friendly staff team. Children behave well, they share and collaborate in their play, often taking turns and sharing ideas.

### **The effectiveness of the leadership and management of the early years provision**

The provider has a limited understanding of the responsibility in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Arrangements for safeguarding children within the provision and during times when

children are collected from school, are poor. Children's health and safety is placed at risk.

The inspection took place following an accident to a child who was using roller skates in the outdoor area. An appropriate risk assessment had not been carried out prior to using these skates. The review and record made following the accident lacks accurate detail. The management state that they were not aware that the roller skates were available as a resource for staff to use with children, which demonstrates a concerning weakness in risk management. Furthermore, Ofsted did not receive notification of the accident within the required 14 days of the incident occurring, which is a breach of requirements. This is the second time that the provider has not informed Ofsted of a significant event, as required. In addition, the inspector found that the provider has failed to ensure that risk assessments for outings are implemented effectively to keep children safe. Management states that there is a policy for staff who work alone with children, but staff are not aware of the policy, so do not implement it. The inspection also found that children are not supervised by a staff member with paediatric first aid training, at all times. These are also breaches of the requirements of the Childcare Register. Staff have completed training in child protection and have regular in-house training to keep their knowledge up to date.

The provider has a limited understanding of their responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. Management do not successfully supervise staff. Some staff say that they have not had supervision meetings for several years. Managers are not aware of inconsistencies in the key person system or the impact this poor practice has on some children. Management are unaware that staff do not carry out policies and stipulated procedures at all times, such as carrying a phone when working alone or maintaining accurate records. This lack of supervision has led to staff having an insufficient awareness of how to meet the learning and development requirements, and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This has resulted in the needs of all children not being met at all times.

The nursery staff work in partnerships with other early years settings and have links with the adjoining children's centre and family liaison officer. Staff talk to most parents during drop off and pick up times. They arrange meetings with parents to share children's records and information on children's progress. These communications mean most parents receive useful information regarding their child's care and progress. Some parents express how much they value the service, particularly as staff collect children from other provisions in the middle of the day. However, other parents report a lack of communication during settling in and on transfer from the baby unit.

The nursery has an ongoing development plan with targeted steps to improve. These plans are not effective in driving improvement because the management are unaware of the current weaknesses across the provision. Consequently, targets do not reflect significant weaknesses, so the ability to maintain continuous improvement is weak.

## **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that the equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure that the equipment used for the purposes of the childcare are safe and suitable for that childcare. (voluntary part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register)

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	974144
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	935079
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Ackroyd Children & Families
<b>Date of previous inspection</b>	09/04/2013
<b>Telephone number</b>	0208 291 4933

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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