

Little Legs Junior

Silver Street, Wethersfield, BRAINTREE, Essex, CM7 4BP

Inspection date	02/12/2013
Previous inspection date	30/05/2013

The quality and standards of the early years provision	This inspection:	
	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

- The provider has not ensured that staff working with children under the age of two years have suitable experience and qualifications.
- The provider has not ensured that each child is allocated a key person as required. Therefore, children's emotional well-being is not always fully supported.
- Teaching is unsatisfactory as staff do not establish all children's starting points to find out what they are capable of when they first start attending to plan the next steps in their learning.
- Staff fail to identify when the temperature in nursery does not provide reasonable comfort, and procedures for hand washing are not robust. Therefore, children's well-being is compromised.

It has the following strengths

- The nursery has developed an exciting outdoor area, which children enjoy exploring and investigating.

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 observed activities in the nursery and the outside learning environment.
- The inspector held a meeting and conducted a joint observation with the provider.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and a range of policies.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Linda du Preez

Full report

Information about the setting

Little Legs Junior is privately owned. It opened in 2011 and is registered on the Early Years Register and both parts of the Childcare Register. The nursery operates from four rooms within a building in the village of Wethersfield, Essex. Children share access to an outdoor play area. The nursery opens five days a week, all year round, closing for one week during December. Operating times are from 7.30am until 6pm. The nursery offers both full day care or sessional care for younger children, and children attend for a variety of sessions. The nursery also offers out-of-school care and holiday care for older children.

There are currently 17 children attending who are in the early years age group. A total of 13 children attend for out-of-school care and are over the age of five years. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery employs six members of childcare staff. Of these, the owner holds a qualification at level 4, two staff hold qualifications at level 3 and two hold qualifications at level 2.

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 with a completion date of 14 February 2014 requiring the provider to:

ensure that at least one member of staff working with children under the age of two holds a full and relevant level 3 qualification, and has suitable experience to work with children under two.

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

- comply with requirements of health and safety legislation (including hygiene requirements), with particular regard to the room temperature and the procedures and facilities for hand washing
- ensure that each child is allocated a key person, whose role is to ensure that every child's learning and care is tailored to meet their individual needs
- make sure staff gain information about children's starting points to plan a challenging and enjoyable experience effectively across all areas of learning to promote consistent progress.

Inspection judgements

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

The nursery does not have suitable arrangements in place to ensure that children are fully prepared for change at every stage in their learning. Not every child has their own key person who gets to know them and helps them to settle in when they start at the nursery. Children who do have a key person are not fully supported as the key person is not present during the settling-in period. This is due to staff attending school pick-up duties. Furthermore, new children are allocated a key person who is leaving the provision within a couple of weeks of them starting. In addition, the provider does not arrange an organised handover from one key person to the next, so that children are fully prepared at each stage. The inadequate key-person system means that staff are not able to fully support children's individual learning and development needs. However, staff support children to prepare for the move on to school as they arrange walks and visits to local primary schools and hold discussions about what they may experience.

Staff provide some suitable learning experiences, which children enjoy. Babies and toddlers sit with staff as they explore sounds, banging instruments and attempting to join in when adults teach them new songs. This supports their communication and language skills. The team have rearranged the rooms and improved the presentation of the equipment for older children so that they can now make more meaningful choices. For example, they have set up an appealing range of role-play toys, resulting in children becoming actively involved in imaginary play. Staff generally organise the routine to enable older children to move freely between the inside and outside areas, which lets children make choices in their play. Most staff support children's play adequately. Generally, they know when to offer ideas and when to allow children to develop their own ideas and thoughts. Children enjoy playing in the sand tray as they explore the capacity of various bottles and containers. Staff take some opportunities to talk to children about whether the containers are 'empty' or 'full' to introduce mathematical concepts. Staff encourage children's learning by adding glitter and encouraging children to explore the changes in the texture. This support helps children to remain engaged and interested.

Although most staff observe children at play and record their achievements through written records and photographs, they do not have a sufficient knowledge of all children's starting points. Therefore, they are not able to ensure that activities are tailored to build on what each child knows and can do. Consequently, the educational programmes lack depth or breadth and do not provide adequate challenge for all children to fully prepare them for each next stage in their learning.

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

Children and parents arrive at the nursery to a warm welcome from the friendly staff team. However, the weakness in the key-person system limits how some children form attachments to staff. As a result, some children are unsettled and upset during the

morning routine. This demonstrates that children's personal and emotional needs are not always adequately supported. Some older children are very self-confident. They introduce themselves to visitors and talk about the books they are looking at. Children generally play well together and share toys cooperatively. Staff are positive role models; they talk calmly and respectfully to children and encourage them to share from an early age. Consequently, children are well behaved and play sociably together.

Meal times are sociable occasions, where children enjoy healthy meals and staff encourage them to feed themselves independently. Babies and toddlers learn to manage cutlery as staff give them time, space and opportunity to develop their skills. Older children serve their own food as they become independent. Children enjoy a variety of activities, such as painting, cutting and sticking to support their physical skills. They enjoy an adequate range of activities on a daily basis to support their physical development in the outdoor area. They take supervised risks, climbing as they develop their own sense of safety.

Concerns relating to health and safety mean that children's well-being is not fully supported. The cold temperature within the nursery during the inspection does not comply with requirements of health and safety legislation. Older children choose to keep their coats on, but staff do not ensure that all children are warmly dressed when the heating is not working properly. This compromises children's health and well-being. Furthermore, some hygiene procedures are lacking, as soap is not readily available at all times in the toilets, and staff do not always teach children to wash their hands before eating. Therefore, the nursery does not have suitable systems in place to adequately support children's health and welfare at all times.

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

The inspection took place following concerns about how the nursery was transporting children. The inspection found that the provider had previously not had suitable arrangement in place to ensure that children were adequately supervised and transported by a qualified and experienced member of staff. However, subsequent action taken by the provider ensures that those requirements are now in place for when children are transported to and from the nursery. Managers have a limited understanding of their roles and responsibilities in protecting children. Staff have completed training relevant in child protection and are aware of their roles and responsibilities should they have any concerns about a child in their care. However, the weaknesses identified during the inspection demonstrate concerning breaches in the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Issues raised relating to health and safety also breach requirements for both parts of the Childcare Register.

Managers do not demonstrate an adequate understanding of legal responsibility in meeting the learning and development requirements. They have not identified that some children do not have a key person or that staff are not fully aware of children's starting points to track their progress. Consequently, the educational programmes are

unsatisfactory. Managers have induction procedures in place so that new staff are clear in their roles. They have improved the ongoing monitoring and supervision process for individual staff and carry out regular meetings to support staff in their roles. However, the provider has not ensured that staff who regularly work with children under the age of two are suitably qualified and experienced to do so. This is a further breach of the safeguarding and welfare requirements.

The provider conducts self-evaluation and action plans, and staff share advice from training to discuss at staff meetings and develop new ideas. The recently appointed manager demonstrates an enthusiasm to bring about change and improvement. Staff talk to parents during drop-off and pick-up times. Staff arrange meetings with parents to share children's records and information on children's progress. This communication means they receive useful information regarding their child's care and progress. However, as some children do not have a key person, the partnerships with parents are not consistent. The nursery works in partnership with other early years settings; for example, they complete documents to share information when children transfer to school. Staff seek additional support and work closely with outside agencies when needed to secure appropriate interventions for children with special educational needs and/or disabilities.

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 the premises used for the purposes of the childcare are safe and suitable for that childcare, with particular regard to maintaining a suitable room temperature at all times and facilities for hand washing (compulsory part of the Childcare Register)
- ensure that the premises used for the purposes of the childcare are safe and suitable for that childcare, with particular regard to maintaining a suitable room temperature at all times and facilities for hand washing (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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY423748
Local authority	Essex
Inspection number	940344
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	17
Number of children on roll	33
Name of provider	Chanel Lucy Lassman
Date of previous inspection	30/05/2013
Telephone number	01371851234

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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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