

Pippi Longstocking Nursery

Inspection report for early years provision

Unique reference number 155074
Inspection date 15/09/2008
Inspector Jennifer Liverpool

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Pippi Longstocking Nursery was registered in 2001. The provision is a privately run nursery, owned by a private individual. It operates from converted premises situated in Walthamstow in the London borough of Waltham Forest. All children share access to an enclosed outdoor play area.

The group is open each weekday from 08.00 to 18.00 for 50 weeks of the year. There are 15 places for children in Early Years Foundation Stage. The group also offers four places for children aged between five and eight years after school; this provision is registered on the compulsory part of the Childcare Register. Children occupying these places share the same facilities as the children in the early year's age range. This report does not include an evaluation of that provision, but does include the provider's confirmation of compliance with the requirements of the Childcare Register, or otherwise, at the end of the report.

There are currently 12 children in the early year's age range on roll and one child in the later year's age range. The group is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The group employs six staff, including the manager, and, of these, half currently hold child care qualifications and one is working towards a recognised childcare qualification. The group is registered with the QUILT quality assurance scheme.

Overall effectiveness of the early years provision

Children are not adequately cared for as their health and safety is put at risk because there is not always a person who is qualified to administer first aid at all times and ineffective procedures for risk assessments do not ensure that hazards are kept to a minimum. Children are not fully safeguarded because in the absence of the manager none of the senior staff members hold a relevant level 3 qualification or have suitable experience to take charge. All children's individual needs are known and met because staff work positively with parents and in addition children who are learning to speak English are appropriately supported, promoting an inclusive environment. Overall children are making steady progress in their learning and development; however, the systems for assessments and planning are not robust enough to identify individual or group learning priorities. The process for monitoring and evaluating the provision is weak; whilst some of the previous actions raised have been appropriately tackled to improve the procedures for managing children's behaviour, the range of activities available to children and maintaining documentation, not all have been fully addressed to further improve the outcomes for children.

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:

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register) 29/09/2008
- develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification (Suitable people) (also applies to the compulsory part of the Childcare Register) 29/09/2008
- keep a record of the risk assessment with all required details and review regularly (Documentation) (also applies to the compulsory part of the Childcare Register) 29/09/2008
- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters [person in charge in the absence of the manager]. (Documentation) (also applies to the compulsory part of the Childcare Register) 29/09/2008

To improve the early years provision the registered person should:

- further develop systems for curriculum planning to clearly identify the learning intentions of the activities provided for children
- improve systems to monitor and record children's development and achievement and use the evidence gathered to identify the next steps and inform planning.

The leadership and management of the early years provision

The setting has begun to assess the quality of the provision for children's welfare, learning and development by reflecting on current practices; resulting in tightening security, maintaining resources and identifying some aspects of staff's training and development. However, there are inconsistencies in the process, which contradicts the setting's aims for improvement. This is because the setting has not successfully addressed all of the previous actions to ensure that children's welfare is fully met; namely to ensure that at least a staff member qualified to administer first aid is on the premises at any one time. This is a breach of a specific legal requirement.

Appropriate procedures for the recruitment of staff ensure that children are looked after by suitable adults, however, the requirement for the manager to hold an appropriate qualification relating to the position is still outstanding from the previous inspection. The manager is not fully aware of the requirements for

notification of events as Ofsted was not informed of significant changes to circumstances. For example, the manager only works at the setting for between two to three and a half days a week. Whilst staff have a satisfactory understanding of their roles and responsibilities to support the learning and development of children, recent staff changes mean that the setting does not have a person in charge with relevant qualifications in the absence of the manager. This means that children's welfare is not always safeguarded.

Records, policies and procedures for the welfare and safe management of children are mostly in place, held confidentially to protect privacy and retained for a period of time for in the event that historical information is required. Nonetheless, the informal procedures for carrying out risks assessments do not guarantee children's safety at all times. The staff works in partnership with parents; positively sharing and exchanging information about children's development and progress from home and at the setting, ensuring that children's individual needs are appropriately met and promoting their learning. Relevant information about children's home language is documented and with joint working relationships between staff and parents, children are able to view wall display of labels and numerals written in different community languages. The staff is committed to promoting equality and inclusion for all children as they welcome children from a range of backgrounds, develop resources to reflect diversity and provide systems for communicating with parents through an interpreter, if the need arise.

The quality and standards of the early years provision

Children are cared for in a secure environment where systems are in place to prevent them from leaving the premises unsupervised and to monitor visitors on the premises. The environment is generally well organised, enabling the children to have freedom of movement on the ground floor, easy access to the toileting area and outdoors and safe accessibility to toys and equipment. All of which, promotes children's independence. Whilst children are helped to learn how to keep themselves safe through gentle reminders to not walk about when eating and regular fire drill practise, visual safety risk assessments are not conducted vigorously. For example, the uncovered electrical socket in the book area is easily accessible to children until brought to staff's attention.

There is not always a member of staff who is qualified to administer first aid in the event that children sustain injuries. Consequently, children's health and well-being is significantly undermined as this remains outstanding since the last inspection. There are appropriate systems in place for recording accidents and suitable procedures for when children are ill. Positive steps have now been taken to make sure that parents give their written permission prior to administering medication to children. Daily cleaning procedures, safe storage of soiled materials and explanation about the importance of hand washing help to reduce the spread of germs and develop children's awareness of good personal hygiene.

All children, including the youngest and newest members settle quickly into their peer group and the daily routines through staff support and working relationships with their parents. In addition to this, the assigning of a key person to each child

ensures that children's individual needs are known and appropriately met. Children play well with the activities that are set out for them each day. They are generally occupied and engaged in both adult led activities and those that they initiate themselves. For example, staff put colourful objects in the water tray, encouraging younger children to reach out and collect different coloured cups and pots. This helps to promote their physical skills as well as heighten their curiosity. Older children use paint brushes to apply paint to staff finger nails, talking about the colour of nails and working at the beauty shop. Babies and young children have opportunities to explore their surroundings. For example, they examine their faces in low level wall mirrors, touch and feel a range of textures that include natural materials such as sand and water and explore sound when listening to musical tapes or using a range of shakers.

Children's creative development is encouraged through activities such as sponge painting, collage and three dimensional models such as, paper boats and fans. They enjoy singing and have regular opportunities to play with musical instruments. Many of the children are confident speakers and they are able to share experiences from their family life with staff and their peers. Children talk about visits to the shops and the type of transport their parents use to go on holidays. Overall, children are appropriately supported in developing their language and communication skills, however, staff's closed questioning does not always encourage children to express their own ideas. For example, during sand play, staff ask children if they would like to make a cake rather than prompt children to talk about what they would like to make. Books are readily available in all rooms and children enjoy looking at books. Children have independent access to mark making resources such as chunky chalk, marker, crayons and paint brushes enabling them to develop mark making and early writing skills.

Wall displays of numerals, hand made paper clocks, numbers books and puzzles help children to recognise numbers. Children can independently count up to five objects and they create five hand made candles when playing with sand; however, children are not sufficiently challenged to count beyond five and this area of their learning is not always monitored or completed in written assessments. On the whole, staff do regularly observe children, keep a record of their achievements through samples of work and photographs of children participating in a range of activities; however, the observations and assessments are not carried out consistently across all areas of learning or used to identify the next steps in each child's learning. Whilst current activity plans have been updated to reflect how the environment, particularly the outdoors is used to support children's learning, it is not clear what children are intended to learn from some of the planned activities that are on offer. Overall, this impacts on children's progress.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|---|--------------|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | Inadequate |
| How well does the provision promote inclusive practice? | Satisfactory |
| The capacity of the provision to maintain continuous improvement. | Inadequate |

Leadership and management

| | |
|---|--------------|
| How effectively is provision in the Early Years Foundation Stage led and managed? | Inadequate |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Inadequate |
| How well does the setting work in partnership with parents and others? | Satisfactory |
| How well are children safeguarded? | Inadequate |

Quality and standards

| | |
|---|--------------|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Satisfactory |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | Inadequate |
| How well are children helped to stay safe? | Inadequate |
| How well are children helped to be healthy? | Inadequate |
| How well are children helped to enjoy and achieve? | Satisfactory |
| How well are children helped to make a positive contribution? | Satisfactory |
| How well are children helped develop skills that will contribute to their future economic well-being? | Satisfactory |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 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:

- take action as specified in the early years section of the report (Welfare of the children being cared for)

29/09/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.