

Pippi Longstocking Nursery

Inspection report for early years provision

Unique reference number 155074
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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 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 the early years age range. 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. There are currently 10 children in the early year's age range on roll. The group is able to support children who speak English as an additional language.

The group employs four 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

Overall, the quality of provision is inadequate. There are a number of breaches in both the welfare and the learning and development requirements, which means the setting is not effective in meeting the needs of the children in the Early Years Foundation Stage. Significant weaknesses in the delivery of the learning and development requirements of the Early Years Foundation Stage (EYFS) restricts children's progress towards the early learning goals. In particular, the lack of robust systems for observational assessment and the planning and evaluation of ongoing learning priorities means the individual needs of all children are not met. The absence of effective systems for monitoring and evaluating the provision has a negative impact on its capacity to improve and therefore does not foster a culture of continuous improvement.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

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 all managers and supervisors hold a full and relevant level 3 qualification and that half of all other staff hold a full and relevant level 2 qualification (Qualification, training, knowledge and skills) (also applies to the compulsory part of the Childcare

27/05/2009

- Register)
 - plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Educational programmes) 05/05/2009
 - 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) 05/05/2009
 - obtain an enhanced Criminal Records Bureau (CRB) Disclosure in respect of every person aged 16 or over who works directly with children and ensure that people whose suitability has not been checked do not have unsupervised contact with children being cared for. (Suitable person) (also applies to the compulsory part of the Childcare Register) 05/05/2009
 - make sure that all documentation, including policies and procedures, which are required for the efficient and safe operation of the provision are available for inspection by Ofsted at any time. 05/05/2009
 - devise an effective safeguarding children policy which should include procedure to be followed in the event of an allegation being made against a member of staff. Ensure staff have a up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately. (also applies to the compulsory part of the Childcare Register) 05/05/2009
 - ensure prior written permission for each and every medicine is obtained from parents before any medication is given. 05/05/2009

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The leadership and management of the early years provision

The provider who also manages the setting has limited knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage (EYFS) and how to implement it. As a result, staff are unable to effectively promote all aspects of children's welfare, learning and development. Systems for self evaluation are under developed and do not effectively identify strengths and weakness of the provision. As a consequence, self evaluation has little impact on outcomes for children. Although staff have attended a limited amount of training, this has been ineffective in bringing about improvement or change. For example, training in developing knowledge and understanding of the EYFS has had no impact on improving outcomes for children. Furthermore, actions raised at the last

inspection with regard to safeguarding and promoting children's welfare, have not been fully complied with.

The organisation of staff is inadequate as methods do not ensure that suitably qualified and experienced staff are able to take control in the absence of the manager. Whilst some staff have been vetted in terms of Criminal Records Bureau (CRB) checks, insufficient documentation is available to demonstrate robust vetting and recruitment procedures. There are no contingency arrangements or clear systems in place to ensure that cover staff have a clear understanding of their roles and responsibilities, so that they can contribute to the safety, welfare, learning and development of the children.

Although a key person system is in place, it is ineffective in fully supporting children and parents. For example, parents receive little information about the role of their child's key person and staff do not have a consistent knowledge of the key person system to fully ensure that children's individual needs are met. As a result children's needs are not met and inclusion is not fully promoted.

Children's welfare is not fully safeguarded as staff have a limited knowledge and understanding of child protection issues. For example, they are not aware of the various areas of abuse and of the procedures to be followed if they had a concern about a child in their care, or what to do in the event of allegations made against a member of staff. As a result, children are not safeguarded and therefore their welfare is at risk. The quality of risk assessments is poor. These are not robust in identifying all risks within the provision. For example, staff are not aware of the potential hazard of a trailing wire from an electrical appliance in the main play room. There is no evidence to demonstrate that risk assessments are reviewed on a regular basis.

The systems to promote children's health is unsatisfactory. Although children wash their hands after using the toilet and before meals, they are not encouraged to use soap. Consequently the majority of children do not use soap. The sleeping arrangements for the older children are also unacceptable as children do not have their own bedding. All of which maximises the risk of cross infection and therefore compromises children's health and wellbeing. Children are provided with basic meals, such as boiled potatoes, cheese and potato salad. They are given water with meals. However, they on the day of the inspection children did not receive any snacks. Although water was available in the main area, children did not access it throughout the day and they are not encouraged by staff to do so.

Friendly relationships are formed with parents and carers, for example, brief information is shared when they collect their children and displays enable them to view their children's work. However, no systems have been devised to share the learning and developmental stages of individual children in the EYFS with parents. As a result, the lack of information limits the provider's ability to provide continuity and progression for children. Staff do not have a secure basis on which to plan activities to move children on in their next steps in learning because they do not obtain any information from parents about children's starting points. The overall planning system is very basic, and although narrowly linked to the six areas of learning, is not based on children's interests.

Policies and procedures to support the running of the setting are in place but some lack necessary details and are not consistently implemented. For example, the safeguarding policy lacks information regarding who to report concerns to and there is no 'lost child' policy. Although the medicine policy states written consent is to be sought for the administration of any medication, records show that on a number of occasions, parental permission was not requested. This compromises children's safety and hinders staff's ability to act in the child's best interest to promote their welfare. None of the required records were available for inspection.

Systems for reviewing or monitoring practice to highlight strengths or areas for development are not established and there are several breaches of requirements. Staff present are not aware of issues raised at the last inspection and there is insufficient evidence to show that these issues have been addressed appropriately.

The quality and standards of the early years provision

Children's learning is inadequately supported. The staff do not demonstrate a secure understanding or awareness of the learning, development and observation requirements of the EYFS. As a result, the planning of activities and experiences is weak as is not matched to children's individual needs and abilities. Staff demonstrate limited understanding of the purpose of observations and assessments or the value in supporting children's progress or achievements. As a result, children are not making as much progress as they can towards the early learning goals.

Children have access to a satisfactory range of equipment and benefit from a range of experiences. However, staff do not effectively monitor the usage of equipment, to ensure it continues to capture children's interest. For example, floor activities are left out all day but children show no interest in these. Areas such as the role play area are poorly organised, as a lot of the dressing up clothes are on the floor and vital resources, such as furniture, are lacking. Older children are able to express their creativity in a variety of ways as they imitate real life experiences in role-play area and dress up using prompts such as hats and bags. They enjoy playing with the dolls as they wrap them in blankets and strap them in the car seat and pretend to go shopping. Displays show that children have some opportunities to participate in creative activities, such as sticking and painting. However, the opportunities for babies to develop their creative development are limited.

Older children are making some progress in their personal, social and emotional development. This is because some staff generally participate in their activities, helping children gain self-confidence by encouraging them to talk about what they are doing. However, staff do not provide a suitable curriculum that is built around delivering personalised learning, development and care, in order for younger children to enjoy, achieve and make a positive contribution. For example, younger children have no opportunity to socialise with the older children as well participate in outdoor and creative play. As a result the practice is not sufficiently inclusive to ensure all children are fully supported and integrated within the setting.

Staff often praise children and acknowledge good behaviour during free play activities so that children are beginning to learn right from wrong. Children generally behave well and are learning to share, take turns and play co-operatively. However, children have few opportunities to select activities for themselves apart from those put out by staff which limits their independence. Staff generally encourage children to participate in clearing up so children are learning to take responsibility.

Older children have regular opportunities to access fresh air and develop their physical skills. They enjoy daily access to the garden where they participate in physical activities, such as running, riding bikes and playing with the sand. There are some opportunities for them to develop their knowledge and understanding of the world, as they prepare for Easter, making Easter eggs using resources such as egg shells and cotton wool.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	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 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:

- 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) 05/05/2009
- take action as specified in the early years section of the report 05/05/2009
- obtain an enhanced Criminal Records Bureau (CRB) Disclosure in respect of every person aged 16 or over who works directly with children and ensure that people whose suitability has not been checked do not have unsupervised contact with children being cared for. (also applies to the compulsory part of the Childcare Register) 05/05/2009
- take action as specified in the early years section of the report 05/05/2009
- devise an effective safeguarding children policy which should include procedure to be followed in the event of an allegation being made against a member of staff. Ensure staff have a up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately. (also applies to the compulsory part of the Childcare Register) 05/05/2009
- take action as specified in the early years section of the report 05/05/2009