

Rainbow Village Nursery

Inspection report for early years provision

Unique reference number EY350543
Inspection date 19/02/2009
Inspector Rebecca Hurst

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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

Rainbow Village Day Nursery operates from four rooms, plus several domestic rooms, in single storey, purpose built premises. The nursery is located in the grounds of Asda supermarket, Clapham Junction, within the London Borough of Wandsworth.

The premises are within walking distance of the mainline station and Clapham Common. A maximum of 40 children may attend the nursery at any one time. The nursery opens each weekday from 08.00 to 18.00, for 51 weeks of the year. All children share access to a secure, enclosed outdoor play area. There are currently 24 children on roll in the early years age group. The setting supports children with English as an additional language.

The setting is registered on the Early Years register and the compulsory and voluntary parts of the Child Care register. The setting was registered in 2007. There are currently seven staff working at the setting that have NVQ level 2 or above.

Overall effectiveness of the early years provision

The overall quality of the provision is inadequate. Staff do not have knowledge of each of the children's individual needs, as a result staff are unable to promote all aspects of the children's welfare and learning. Children are not kept safe and secure at all times and they do not learn about the world around them and the local area. The setting does not promote inclusive practice because partnerships with parents and other agencies are ineffective, resulting in the needs of the children not being met and they do not receive additional support they may need. This means that children are not making progress, given their age, ability and starting points. The manager does not self-evaluate the setting and as a result is unable to identify priorities for future development, this results in a service that is not responsive to the needs of the children and parents.

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 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 (also applies to both

13/03/2009

- parts of the Childcare Register) (Safeguarding and promoting children's welfare)
- ensure those responsible for the preparation and handling of food must be competent to do so (safeguarding and promoting children's welfare) 13/03/2009
 - plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs (organisation) 13/03/2009
 - undertake sensitive observational assessment in order to plan children's individual needs (organisation) 13/03/2009
 - take reasonable steps to ensure hazards to children are kept to a minimum and conduct a risk assessment and review it regularly (suitable premises, environment and equipment) 13/03/2009
 - ensure fresh drinking water is available at all times (safeguarding and promoting children's welfare) 13/03/2009
 - obtain information from parents in advance of a child being admitted to the provision, such as emergency contact numbers, children's dietary requirements, information about who has legal contact and the child's special health requirements (safeguarding and promoting children's welfare) 13/03/2009
 - develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development (safeguarding and promoting children's welfare) 13/03/2009
 - ensure each child has a key person (organisation) 13/03/2009
 - ensure effective systems are in place to ensure that the individual needs of all children are being met (organisation) 13/03/2009
 - maintain a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the key workers (documentation) 13/03/2009

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

Children are not being safeguarded, as the setting does not carry out regular risk assessments on the provision and the activities provided by the setting. The setting does carry out fire drills and has a fire risk assessment in place. However, fire drills and the risk assessment have not been carried out since November, and the setting has had new staff and children start since then. As a result staff and children are not aware of procedures to follow in an event of an emergency. Due

to the lack of daily checks, children are able to play with plastic bags in the garden and have access to broken toys and blocked drains. These are all major hazards to the safety of the children.

The manager does not self-evaluate the provision. As a result, areas of weakness and hazards are not being identified which is detrimental to the care and welfare of the children. Inclusive practice is not in place, as the staff are not fully aware of the individual needs of the children and these are not being planned for.

Partnership with parents is ineffective. The setting has policies and procedures displayed on the wall. Children do not have key workers in place, and staff are not aware of the children that they are caring for. Consequently, they are not able to feedback effectively to the parents about their children and how well they are developing. Some parents have completed all about me books, to inform the staff about their children. However, these are not being used to identify the children's starting points and the information is not being passed on to the staff.

The manager does not have effective procedures in place to ensure staff qualifications are checked when they start at the setting. The manager uses an agency to employ new staff, and relies upon them to carry out the checks for the staff. As a result, the manager does not have copies of the members of staff qualifications on the premises, to ensure they are fully qualified to be left alone with the children. This is a risk to the welfare and care of the children in the setting.

The quality and standards of the early years provision

Children are not effectively helped to progress in their learning because staff do not plan and organise the environment, opportunities and activities based on the children's individual interests or abilities. Planning is not being completed in the setting. Staff are not fully aware of why they are carrying out the activities they have set up for the children to participate in. Consequently, children are not learning from these experiences and become restless easily.

Staff often sit with the children, however, they lack skills to be able to engage with the children and this results in the children not being stimulated by the activities on offer. There is little to no evidence of children making any progress with their development and learning during their time at the setting.

Staff are caring and patient towards the children and this helps children feel settled, however, this is not enough to ensure their all round needs are met effectively. The learning and development and welfare requirements of the Early Years Foundation Stage (EYFS) are not being met and this is evident in the poor quality of the provision being provided.

Staff take time to chat to parents as they drop off and collect their children, however, relationships with parents are not established enough to ensure parents are kept fully informed of their child's activities in the setting. Staff lack clear guidance, support and training from management and this results in them not

being skilled enough to meet the needs of the children. Due to the lack of knowledge of the children, some are left distressed, as staff are not aware of how to comfort them.

Behaviour management of the children inhibits their learning experiences and stops them from experimenting. For example, children were moving water from the water tray to the sand tray and staff told them to stop, without explaining to the children why they should not be doing that.

Children have food prepared and cooked on the premises, however staff do not have food hygiene training. This puts children's welfare at risk as they are not following guidelines for the preparation of meals and do not have the competency to complete this effectively and safely. Children do not have access to fresh drinking water at all times during the day, as a result this leads to dehydration in the children. Staff also do not have first aid qualifications, so as a result children are at risk in an 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

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

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 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:

- take action as specified in the early years section of the report (safeguarding and promoting children's welfare)

13/03/2009

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:

- take action as specified in the early years section of the report (safeguarding and promoting children's welfare)

13/03/2009

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.