

Lily's Kids Klub

Brixton Hill Methodist Church, Elm Park, LONDON, SW2 2TX

Inspection date

Previous inspection date

01/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Staff have an understanding of the revision to the Early Years Foundation Stage and how to use it to progress the children with their learning and development.
- Staff have a good understanding of how to keep the children safe and children show they feel secure due to the routines that are in place.
- Children have a balanced diet and daily access to physical exercise that helps to promote a healthy lifestyle for them.

It is not yet good because

- Opportunities to allow children to develop their self-help skills and independence are not fully effective due to a lack of understanding of how children's independence is nurtured.
- Children with English as an additional language are not fully supported in learning English and their home languages are not celebrated around the setting
- Monitoring of the educational programmes is not fully in place as the manager does not fully check the links the staff are making with the children's observations.
- Children's language skills are not fully nurtured as staff are not fully aware of how to use open ended questions with the children.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 discussed leadership issues with the manager who is also the provider.
- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff suitability; parent questionnaire responses and the settings records relating to quality assurance and self-evaluation.
- Inspectors spent equal time observing the outcomes for both groups of children; under threes and over threes, both inside and outside. The inspector sought the views of children through discussion with them and observation of their play.
- The inspection was carried out by one inspector and a shadow inspector in one day.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Lily's Kids Klub, part of Lily's Day Nursery Limited, Brixton Hill Methodist Church was originally registered in 1999 and re-registered in 2012. The premises is located in Brixton Hill, opposite it's sister nursery, within the London Borough of Lambeth. The setting operates from a church premises and comprises of three main areas, one room for children aged two to under three years and two rooms for children aged three to under five years. An additional hall is available for use for after school care. The setting operates a breakfast, afterschool club and holiday playscheme. There is a large enclosed outdoor play area.

The setting is registered for 61 children under eight years; of these not more than 61 may be in the early years age group, and of these none may be under two years at any one time. The setting is open Monday to Friday from 8am to 6pm for 50 weeks of the year. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare register.

The setting employs the required numbers of members of staff to meet staff to child ratios. All staff will hold appropriate early year's qualifications or will be working towards gaining relevant qualifications. The setting receives support from the local early year's advisory team.

What the setting needs to do to improve further

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

- develop the educational programme for all children by: a) using open questions which challenge their learning and development; and b) providing activities that suitably challenge children in all areas of learning, for example at meal times inviting children to serve themselves, use all forms of cutlery and wash and dry their own hands.
- provide opportunities for children to develop and use their home language in play and learning and ensure children have sufficient opportunities to learn and reach a good standard in English.

To further improve the quality of the early years provision the provider should:

- improve systems for monitoring the planning to make sure that children's observations are linked correctly to the right stages of development to effectively progress them with their learning and development.

Inspection judgements

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

Children have access to a good amount of resources that are stored so they can easily access them at any time. Staff carry out activities with the children to progress them with their learning and development. They sit with the children to support them and to offer guidance when needed. Children's communication is not fully supported during play as staff are not confident in asking the children open questions to make them think about what they are doing and challenging them further with their learning and development.

Children are making satisfactory progress with their learning and development. Not all children have their starting points recorded so it is not fully clear the exact progress they have made. Staff are using documents to allow them to set the children's next steps of learning and these are used with their interests to plan activities across the seven areas of learning. Staff have an understanding of the two year check and have plans in place as to when and how these checks will take place.

Children sit with the staff and show enjoyment in counting the different bricks they have. Staff work with the children and move to the posters on the wall so the children can count the different animals and items on the posters. Children copy the counting from the staff and are beginning to learn to order the numbers. Children enjoy exploring the sand and water trays and experimenting with emptying and filling different containers. They enjoy playing with the dinosaurs in the water and experimenting to see what they can do.

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

Children are generally happy and settled at the nursery. Children with English as an additional language are not fully supported to settle into the nursery as staff do not take time to find out key words in the children's home language. They rely on staff who speak that language to speak with the children. When these staff are not present, children struggle to be understood as other staff are not aware of their needs. Also, children's home languages are not celebrated around the setting. Although there are plenty of labels to show the children the resources and areas of learning written in English, these labels are not in dual languages. As a result diversity is not fully celebrated in the nursery.

Children are taught how to keep themselves safe through practising fire drills and the supervision that takes place when children move rooms. Floors are kept free of trip hazards which allow the children to move around safely. Although children are given healthy snacks and freshly prepared meals, staff do not take time to talk to the children about healthy lifestyles. Staff prepare and serve the snacks and meals to the children. As a result, they are not given opportunities to enhance their emerging independence skills. Also during meal times, children are not given the correct utensils in order to eat their lunch. Staff are caring and take time to cuddle and support children who wake themselves

up coughing. They reassure the children that they are ok and gently aid them to drink to sooth their cough.

Children are supported daily with their physical development through the use of the large enclosed outdoor area and the activities provided inside. During inclement weather, staff take the children outside to have a run around so they can get fresh air and some exercise. Children know that they must wash their hands before eating, but are not able to explain why this is important. Also staff tend to wash and dry the hands of the children, allowing missed opportunities to enhance their self-help skills. Children have their own coat peg and space for their personal belongings. There are photographs of the children and their families around the setting. This helps children develop a sense of belonging.

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

Staff have a good understanding of child protection and how to safeguard the children when they attend the setting. Risk assessments are in place and daily safety checks enable the staff to check to see if the play areas are safe for the children to use. Suitable recruitment procedures enable the manager to check the staff are capable of their roles. The manager, deputy and senior staff monitor the staff and carry out appraisals and supervisions which highlight any training needs. Staff have recently attended training, including safeguarding children and the revised Early Years Foundation Stage framework.

The manager and senior staff have yet to embed a systematic process for fully monitoring the effectiveness of the educational programme. As a result, gaps in practice are sometimes missed and therefore not addressed. Although staff have a good understanding of the seven areas of learning and how to link these to the children's observations, due to the lack of monitoring these are not linked correctly to show the exact progress the children are making.

The parents are given questionnaires to complete so the staff can gain their views on the setting. However, these are not currently used in the system of self-evaluation. The views of staff are gained through meetings and discussions to make changes within the setting. The manager is aware that the self-evaluation system is a work in progress and is continually looking to see what they can change to bring about better outcomes for children.

Partnerships with other agencies caring for children are in place. Staff communicate with the children's teachers to share any concerns and the children's stages of development. Staff provide daily feedback to the parents about how their children have been. They call and speak to parents about the development and progress their children have made.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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. 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

Unique reference number	EY444175
Local authority	Lambeth
Inspection number	789925
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	61
Number of children on roll	83
Name of provider	Lily's Kids Klub Limited
Date of previous inspection	Not applicable
Telephone number	02086748678

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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 that are usually their 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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