

Forest Hill Nursery

Living Springs International Church, 8-10 Devonshire Road, LONDON, SE23 3TJ

Inspection date

Previous inspection date

07/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 does not have a robust system in place to ensure staff have the appropriate qualifications and experience for their role.
- There is no named deputy in place.
- Staff do not supervise children appropriately when senior staff are not present in the setting.
- Staff are not consistent in their approach to behaviour management.
- Children are not suitably challenged in activities to progress them towards the early learning goals.
- Children's home languages are not fully supported during play.

It has the following strengths

- Children are happy and settled and relate generally well to staff.
- Staff promote children's physical development through the activities and resources that are available for them.

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.

Inspection activities

- The inspector observed children's play and staff interaction inside the setting.
- The inspector talked with some staff and held discussions with the manager.
- The inspector examined documents including samples of children's records as well as record relating to staff suitability, parent questionnaires and activity plans.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Forest Hill Nursery registered in 2012 and operates from two halls situated on the first and second floors within church premises. It is situated next door to Forest Hill train station. The nursery is located in the London Borough of Lewisham. It is open each weekday from 8am to 6pm, all year round.

The nursery is registered on the Early Years Register only. There are currently eight children on roll in the early year's age range. There are four members of staff all of whom are qualified to level two or above.

What the setting needs to do to improve further

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

- improve staffing arrangements to meet the needs of all children; ensure there is a manager that has at least two years' suitable experience; ensure there is a named deputy who is capable and qualified to take charge in the manager's absence.
- ensure that children are adequately supervised and staff are deployed appropriately to ensure children's needs are met at all times
- improve staff's understanding of managing children's behaviour positively and consistently by ensuring there is a named practitioner responsible for behaviour management with the necessary skills to advise staff on behaviour issues
- improve observation and assessment to understand children's level of achievement, interests and learning styles, and to then plan challenging learning experiences for each child reflecting those observations
- ensure that children who are learning English as an additional language have sufficient opportunities to learn and reach a good standard in English by providing opportunities both to speak and to listen, ensuring that their needs are met, so that they can participate fully.

Inspection judgements

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

Staff plan some activities for the children which are enjoyable. However, due to the varied range of ages in the rooms, staff do not sufficiently challenge the older children to help them make progress in their learning and development. Staff do not use their observations of children well enough to ensure they plan for the next steps in learning in order to ensure children's progress. Children with English as an additional language are not fully supported as staff do not use key words during play with all of the children.

Children enjoy making play dough with staff and they talk about the colour of paint they are using. However, they are not actively encouraged to participate in all aspects of making the dough. Consequently, more able children are not sufficiently challenged in the activity to progress with their learning. Children enjoy mixing the dough use different resources to make shapes. However, because the activity is not well planned, staff do not provide a sufficient range of resources to use, and children are made to wait for ingredients. This impacts on their participation in the activity and the enjoyment and

learning they gain from it.

Staff sing with the children and talk to them to promote their vocabulary skills. However, during activities staff ask children closed questions that do not allow them to think about what is happening and to expand on their understanding. Staff work with parents to settle the children into the setting. They find out their likes and dislikes so they can plan activities to help them settle. They also find out about the children's medical needs. This information is used so they are aware of why children may not be at the developmental milestone for their age.

Staff are close at hand to offer cuddles of reassurance to children who feel upset or tired. Children snuggle into the staff and this builds the children's self-esteem and their confidence.

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

Children are able to make some progress in their physical development due to activities that are on offer for them. They practice using the stairs when moving between playrooms. As the children do not have direct access to an outside play area, staff have set up a garden in an upstairs hall. Children enjoy playing on slides practising walking up the stairs. There are two sizes of slides to allow all ages of children to play on them. Staff also teach the children about safety when using them. They are also taught the importance of not walking in front of the slide when others are using it. This helps children to keep themselves safe. Children also participate in fire drills that allow them to be aware of what to do in an event of an emergency.

All meals are freshly prepared and meet the children's individual needs. Lunchtime is a social occasion where all staff sit with the children to have lunch. Some staff talk to the children about what they are having but generally children are not taught the importance of healthy eating. Suitable hygiene procedures are followed to reduce the risk of cross-infection, for example, all children wash their hands before any meal is served.

Behaviour management is inconsistent. Staff do not use positive strategies to help children to learn right from wrong. Their expectations of children's behaviour are unreasonable, as they have not considered children's age and stage of development. Children are able to access resources by themselves as they are stored on shelves in easy reach. However, there are limited resources to teach children about technology.

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

Staff have a sound understanding of child protection and how to safeguard the children in their care. They are aware of who to report any concerns to and the systems to follow.

Risk assessments are implemented so children are safe in the building and on outings. However, the supervision of children is not robust. When senior members of staff are not in the setting, staff leave the children alone in rooms, while they fetch items from the kitchen. The provider has failed to ensure that all staff are suitable for their roles. Staff are not suitably experienced and there is no named deputy, as required. Registers show the setting does not maintain the qualified staff ratio at all times. As a result, the provider does not meet the safeguarding and welfare requirements.

The manager is new to the setting and is starting to implement systems to monitor the education programme. She is beginning to look at children's files and planning to improve the current system. The manager observes the children to track their progress against the developmental age bands in the guidance document 'Development Matters in the Early Years Foundation Stage'. The manager has started to monitor staff through one to one supervision and by observing their practice with the children. She uses this information to identify their training needs.

Self-evaluation is in its infancy. Although no formal evaluation takes place, the manager is able to see the areas to improve and how she will make these changes. Currently children do not attend any other early years setting or require support from external agencies. The staff are aware of the need to liaise with other providers or professionals when the need arises. Staff provide daily feedback to the parents on how the children have been. They discuss with them what they have been doing during the day and if there are any issues.

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	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	EY446524
Local authority	Lewisham
Inspection number	809008
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	8
Name of provider	Sophia Blankson and Joel Ajala
Date of previous inspection	Not applicable
Telephone number	02082911960

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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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