

Surbiton Day Nursery

23 Upper Brighton Road, Surbiton, Surrey, KT6 6QX

Inspection date	21/02/2013
Previous inspection date	28/10/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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 safeguarding policy and procedures are not known, understood and implemented fully by all those working directly with the children.
- Those in charge are not vigilant in ensuring that the risks to children's safety are fully assessed and managed at all times.
- The staff team are not regularly monitored, and their performance assessed by managers. Training needs are not identified and met.
- Not all children have their individual learning and care needs met because the key person scheme is not fully in place.
- The planning and assessment of children's learning is neither fully understood nor successfully implemented on a day-to-day basis. As a result children do not make sufficient progress in their learning and development.
- Staff do not always monitor the frequency of nappy changes effectively and suitable hygiene procedures are not always followed when changing children's nappies. This impacts on children's well-being and increases the risk of cross-infection.

It has the following strengths

- The new manager is already aware of the strengths and many areas for development of the nursery. Her actions have helped to keep children safe.
- The provider is aware of the needs of the nursery. Recent additional support from the

provider is already beginning to make a difference to children's daily experiences.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children's play in each of the nursery rooms and in the outside area.
- The inspector and manager made a joint observation of play in several of the rooms.
- The inspector looked at a representative sample of children's records and documentation relating to the management of the nursery.
- The inspector observed the staff team at work; this observation included temporary staff working in the nursery on the day of inspection.
- Discussions were held with the manager and representatives of the nursery provider. Parents' views were also considered.

Inspector

Teresa Kiely

Full Report

Information about the setting

Surbiton Day Nursery was registered in 1998. It is one of a chain of nurseries run by Asquith Nurseries Limited. It is located in a residential area of Surbiton, Kingston-upon-Thames. The nursery operates from detached premises, and children have access to a secure outside area. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register. There are currently 97 children on roll, aged from under one to four years. The nursery is open each weekday from 7am to 6.30pm for 51 weeks of the year. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 21 members of staff, six of whom hold relevant or equivalent National Vocational Qualifications at level 3 and ten hold similar qualifications at level 2. Four members of staff are unqualified. The manager has Early Years Professional Status. A chef is also employed in the nursery.

What the setting needs to do to improve further

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

- train all staff to understand and implement the safeguarding policy and procedures. Make sure they have up to date knowledge of safeguarding issues and can respond in a timely and appropriate way in the event of any concerns about a child's welfare
- develop management procedures and training for room leaders and all staff, so that risks to children's safety are fully assessed and the risk removed or minimised
- improve induction training so that all staff, whether they are temporary or permanent, have a clear understanding of their roles and responsibilities when they are working directly with the children
- develop the key person system so that, regardless of whether staff are new, temporary, or permanent, they are able to provide secure attachments with the child in their care, and build a relationship with the child's parents
- regularly review and evaluate the individual practice of each member of staff to identify training needs and secure appropriate training where necessary
- ensure that those in charge, including those in charge of each room, are providing appropriate levels of supervision, leadership and support to their staff team
- ensure that the staff plan and deliver a challenging and enjoyable experience to the children, that is matched to each child's individual needs and interests
- implement suitable systems to ensure staff complete progress checks for all children between the age of two and three years so that each child's strengths and areas of development in the prime areas are assessed, shared with their parents and used to identify further support for children if this is needed
- ensure that nappy changing is hygienically managed and monitored

Inspection judgements

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

Many of the children are not experiencing either challenging activities, or well thought out interactions with key members of staff. In most of the rooms, the practice is very poor

because the members of staff do not know the children well and do not have a clear picture of their individual needs. Some room leaders are new and so they have not yet established routines and practices with their staff team that secures good learning across the room. Planning and assessments of children's learning, showing what they can do, and what they need to do next, are not always in place. The development of the key person, responsible for the development of individual learning, is not in place because of frequent staff changes in the rooms. This means many of the children do not have access to learning that is either targeted to meet their individual needs, or activities and meaningful play that relate to their own identified interests.

Learning is haphazard in many of the rooms because of the frequent staff changes. For example, when young children are moving around the room, their physical needs are met, but practitioners, who do not know the children, are unable to build precisely on their language skills and social and emotional needs. When older children play inside and outside, they often play without planned interventions and carefully prepared activities. When this happens, they do not make progress in their learning. The balance between children's choices, and activities designed by adults, is not well thought out. Too often children are playing randomly, across the learning areas, without the planned support of adults. This means that children are not well prepared for school.

The assessments that contribute to the progress check when children are aged two years, are not fully in place. Adults are not fully aware of what needs to be done here. Some children are making transitions to older rooms without a comprehensive assessment in place. This limits the effectiveness of transitions and limits the identification of individual needs. Parents do not always contribute to these assessments.

Where practice is better, for example in the baby room, adults plan activities that match their children's needs because of the attention they give to observations and planning. Adults, generally, know the children well. The learning environment is enhanced by carefully thought out areas, such as a black and white cushioned zone. There is an air of calm and enthusiasm in this room that is not mirrored in the other nursery rooms.

Children with identified special educational needs have additional support and the new manager is already developing her practice here, including working with the speech and language team. Additional training support from the provider is also beginning to have a positive impact on staff skills. When trainers are working directly with the staff and model successful ways of engaging children, the practice improves. For example, a shared planned musical experience outside, with additional spontaneous singing, successfully engages children, including those learning English as an additional language, and gives them a good level of challenge. Unfortunately staff do not have this ongoing support at all times and the improvements have yet to have a significant impact on the quality of care and learning children receive.

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

The key person system is not providing good levels of care, nurture and successful transitions across the nursery rooms. Too many of the staff working with the children are either new or temporary. This limits the effectiveness of the adults in forming secure attachments with the children in their care. Information sharing with parents is weak and as a result staff do not effectively promote continuity and consistency of care for the children. Transitions between the rooms are not well handled because the necessary evaluations of children's progress and their settling experiences are not documented or shared. This limits children's well-being. When transition is not fully managed, children do not feel secure in their new room. They are unable to form secure attachments and do not settle until they are with someone they know well.

Practitioners are not well deployed because their skills are not known. Although there is induction training, new and temporary members of staff do not have an adequate knowledge of the children. The management practices, including record keeping in the rooms, are poor. Many of the new room leaders have not yet provided their members of staff with clear organisational strategies that will keep children safe at all times. When the organisation is weak, children's needs are sometimes overlooked as others clamour for attention. For example, when children play in the outside area, strategies are not fully in place to ensure that the inside learning continues. They gain fresh air and some exercise but some children appear distressed with the amount of noise that occurs when they go outside to play. During this time, without well-managed transitions, learning and care for all the children drops. Members of staff do not seem aware of the upset caused by this poor organisation. Children do not appear safe at this transition point. They do not learn effectively about risk or independence because when they are distressed, adults take over their care. They then manage their immediate emotional needs rather than supporting them to be strong and resilient.

Nappy changing is not well managed. Systems to help monitor the frequency of nappy changes or particular considerations for individual children are weak. Members of the staff are not always sure about who has had recent nappy rash. The information about nappy changing is not shared efficiently with parents. Sometimes, adults do not follow fully safe hygiene practices when changing children, for example the changing mat is not cleaned between uses and this increases the risk of cross-infection. The organisation of sleep time is not always carefully managed. Some children appear upset during sleep time. There are disturbances to their sleeping time when parents collect children from rooms where others are sleeping.

There is a difference in practice between the age groups. With the youngest of children, the transition arrangements into the nursery are well managed. Children appear emotionally secure, and form good attachments with their carers.

Children benefit from carefully planned tasty nutritional meals. Snacks are healthy and include fruit. Individual dietary needs are vigilantly managed. Adults sit with children during meal-times, and encourage children to help themselves and feed themselves.

The effectiveness of the leadership and management of the early years

provision

Safeguarding arrangements, including the implementation of the safeguarding policy, and related documentation, has not been robustly managed. The provider is clear about their responsibilities and acts without delay to report any concerns about a child's well-being or allegations against staff that are highlighted to them. However, even when additional safeguarding training is put in place, not all the staff who attend the training are able to demonstrate a suitable understanding of their responsibilities and how to implement the nursery's safeguarding policy. In addition, the provider has not implemented a written statement of procedures to be followed for the protection of children, which is a requirement of the compulsory and voluntary parts of the Childcare Register. This compromises children's welfare and safety.

The management of risk, especially when children move rooms because of refurbishments, has not been carefully managed and this has put children's safety at risk. This lack of risk assessment also breaches the requirements of the compulsory and voluntary parts of the Childcare Register. Risk assessments do not clearly identify the risk to children of, for example, using a steep staircase. This risk has now been recognised by the new manager, who has acted appropriately to minimise the risk by preventing children from using the room accessed by the staircase.

The leadership of the nursery has been poor, without consistent management. In addition, there have been frequent staff changes. The provider uses a significant number of temporary staff, and has often redeployed staff across the rooms. This has made it difficult for the nursery to maintain robust systems of organisation. It has significantly weakened the key person scheme and affected the care children receive.

The induction, monitoring and supervision of staff performance is ineffective. Staff training needs are not robustly identified and met. Insufficient attention is paid to monitoring the progress of children in the rooms and across the nursery. There is insufficient attention paid to the monitoring of record keeping, that informs planning and practice, and this has led to gaps in children's learning and assessments. Not enough attention is given to the monitoring of record keeping of welfare concerns, such as nappy changing, and sleep routines, and this has led to weaknesses in meeting welfare requirements.

Parents are involved in children's learning, although some parents report that the information they receive about their children is not always comprehensive. Links with other professionals, such as those who develop young children's speech and language are in place. This helps to give children with special educational needs some additional support.

Self-evaluation and accountability arrangements have been weak. They have not enabled either the nursery or the provider to identify and deal with the areas needing development. They have not supported the staff team to provide consistently good levels of learning and development. Recently, the provider has appointed a new manager. Management systems are now beginning to be established. The manager is aware of strengths and weaknesses in the provision and is taking steps to improve the performance

of the staff team. The provider is also providing targeted additional support here, with a robust review of practice and action plan to further support the manager. In addition, the provider is providing experienced visiting adults to model effective practice for the staff team. Staff are beginning to learn some useful skills from them but improved practice is not fully evident.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment: immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment: immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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 action. 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	EY290666
Local authority	Kingston upon Thames
Inspection number	905380
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	92
Number of children on roll	97
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	28/10/2009
Telephone number	020 8390 7744

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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, which are usually the childminder's 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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