

Grove Hall Nursery Limited

Grove Hall Nursery, 59 Balham Grove, LONDON, SW12 8BD

Inspection date	12/06/2013
Previous inspection date	08/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 is in breach of a number of legal requirements. Staff to child ratios are not maintained; consequently children's welfare is not safeguarded and their learning and development is not assured.
- The manager and staff do not have a clear understanding of their roles and responsibilities. Therefore, they do not meet children's individual needs.
- Staff do not organise mealtimes to ensure that individual children's needs are met; consequently, some children are hungry and distressed.
- There are limited toys and staff do not provide challenging and enjoyable learning experiences for all children so they do not make suitable progress.
- Self-evaluation does not identify and address key weaknesses, so children's care and education are not adequately promoted and continuous improvement is not assured.

It has the following strengths

- The nursery has formed secure links with the local school, which supports children during transition.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children playing in the indoor and outdoor play areas.
- The inspector held discussions with the manager, staff and some older children.
- The inspector sampled a range of available documentation relating to the suitability of staff and their qualifications, risk assessments and policies.
- The inspector looked at children's assessment records and planning documentation.
- The inspector toured the premises.

Inspector

Sue Mann

Full Report

Information about the setting

Grove Hall Nursery re-registered in 2010 as a public limited company. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It operated from premises in Balham, in the London Borough of Wandsworth. There is a fully enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, 8 hold appropriate early years qualifications to at least level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 55 children attending who are in the early years age group. The nursery is in receipt of funding for free early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue welfare requirements notices requiring the provider to:

- make sure the staffing arrangements meet the needs of all children and ensure their safety
- ensure that children are adequately supervised
- meet the ratio requirements that apply to the total number of staff available to work directly with children
- improve the key person system in order that every child's care is tailored to meet their individual needs- with particular regard to children's emotional well-being, meal arrangements and nappy changing routines
- ensure the manager has a clear understanding of her roles and responsibilities
- improve the range of suitable resources available to young children in the setting and organise these in a way that meets their needs

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

- provide challenging and enjoyable activities and experiences for all children across all seven areas of learning and development
- ensure children's development is guided by providing a broad range of stimulating and accessible resources and making sure that resources are relevant to children's interests, and by arranging flexible indoor and outdoor space
- ensure fresh drinking water is available and accessible to children at all times

Inspection judgements

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

Some staff lack a suitable understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and do not support children appropriately. For example, there are insufficient toys and equipment to keep children occupied. Resources are limited and babies and children become bored and aimless. When staff provide adult led activities, these do not promote any aspect of children's learning. For example, staff do not allow babies to explore paint for themselves, as they move the babies' hands around the paper. Even babies who are reluctant to feel the paint have their hands moved for them by staff, and become distressed as a result. Assessment of children's current stages of learning and development is inconsistent. Due to the poor

staffing ratios, staff do not have time to effectively observe children or determine their level of development or emerging interests. Staff in the upstairs toddler room, show they understand how to ensure that children make progress through planning and experiences that respond to children's needs. In this room, there are more resources than downstairs, but these are still not broad enough to meet children's learning needs. Therefore, resources for the older children upstairs are adequate.

The key person system is ineffective in the baby and pre-toddler room, as staff do not have time to spend with their key children. Therefore, children's personal, social and emotional development is not sufficiently promoted. Young children do not have a constant familiar person to turn to if they need reassurance or a cuddle. Consequently, many children are distressed and unsettled as staff do not have time to cuddle or reassure them.

Teaching is ineffective in supporting younger children's learning as staff do not provide activities and experiences that are exciting or provide sufficient challenge for children. Furthermore, there are few resources or activities set out to motivate children to play and so develop their imaginative and explorative skills. Staff overlook opportunities to develop children's early language and communication skills, as they ignore the babbling that some children make. This limits children's communication and language development. Furthermore, the staff alternate between speaking to the children in French and English, which means that children do not gain a clear understanding of how to respond in either language.

Although staff show some understanding of the nursery behaviour policy and procedures, they do not supervise children effectively or manage behaviour consistently. Consequently, some children display unwanted behaviour which puts others at risk. For example, a young child is hit on the head with a wooden toy by another child, which results in tears. However, as staff are busy, no-one notices or intervenes.

Parents have opportunities to see their children's learning journals, which enables them to add photographs and comments about any learning or development they have seen at home. Daily diaries go home at the end of each day to enable the continuity of children's care routines. However, because staffing ratios are not met, staff are unable to follow parents' wishes, for example, regarding lunch time routines. This means that the staff are not working in partnership with the parents.

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

The needs of children in the baby room and pre-toddler room are not met. The key person system is ineffective and does not help the youngest children feel emotionally safe and secure. Consequently, children's personal, social and emotional needs are not met as they are unable to form trusting relationships with a special person. Older toddlers upstairs have suitable relationships with adults, although there are insufficient staff present to

meet their needs consistently.

Older children demonstrate they can follow instructions from staff, as they walk downstairs safely to go outside. Children have opportunities to learn how to protect themselves in the event of an emergency, as they have regular fire drills. This is especially important for the toddlers as they are located upstairs.

The nursery employs a cook who provides children with a range of traditional French and English meals. However, children are not always provided with healthy, nutritious snack options as they are given biscuits. Furthermore, children are sat on the floor to eat their snacks, which means that children place their food down on the carpet, and then pick it up and eat it. Consequently, germs on the carpet are transferred directly to children's food. This demonstrates staff do not support children's good health adequately.

Lunch time is chaotic. Staff feed children later than planned and then spoon feed children, three at a time before moving on to feed others. Consequently, children do not enjoy a social interaction or have opportunities to learn about their own health. In addition, staff do not know if each child has had sufficient food. Children who have to wait, become distressed and hungry. Children generally have daily access to the outdoor play area, which enables them to enjoy fresh air and daily exercise. However, staff do not always check to make sure children are warm enough as they play.

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

The manager fails to promote children's welfare and safeguard them adequately. This inspection was brought forward by Ofsted, following concerns raised in relation to the care of babies, staffing ratios and the suitability of staff. This inspection found that the manager does not demonstrate an adequate understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Consequently, children's welfare and well-being are not adequately safeguarded. There are insufficient numbers of staff caring for the children both at the time of the inspection, and on numerous occasions in the past. This is clearly demonstrated through observations and existing records. This is a breach of legal requirements and means children are not safeguarded and are therefore at risk. In addition, their individual needs are not being met on a daily basis. Many children become distressed and some go hungry at mealtimes. Care of the youngest children suffers because the provider does not meet the legal requirements. In addition, the provider does not meet the requirements of the Childcare Register. Recruitment procedures and checks help to ensure that staff are suitable to be working with children.

The nursery has some policies and procedures in place and uses daily visual checks to ensure that the nursery environment is safe for the children who attend. Risk assessment covers all areas of the nursery, ensuring that any risks to children are minimised. Staff

demonstrate a suitable understanding of the safeguarding policies and procedures and are aware of the need to record any child protection concerns they may have about children in their care. However, staff seem unaware that the breach of requirements has an adverse affect on the children. Required documentation and child record forms are in place to maintain confidentiality.

The manager and staff do not show a suitable understanding of their responsibilities in implementing the learning and development requirements. For example, there are insufficient resources to occupy children and motivate them to learn. The lack of staff means that they are only able to monitor children, rather than engaging them in meaningful play. Systems are in place for the two-year progress check. However, because staff do not identify children's stages of learning and development in relation to their age, they are unable to identify gaps in children's learning.

Self-evaluation is ineffective as areas for improvement have not been identified. The manager explains that she uses verbal feedback from the parents to seek their views and encourages staff to use appraisals and staff meetings to put forward their views. Staff have regular staff meetings, which enables them to request and access additional training courses to further their professional development.

Comments written by parents in the nursery comment books, suggest that they are happy with the nursery and the care their children receive. There are links with a local French school, which most children who go to the nursery will attend. Teachers visit the children before they start at the school. This helps to support children's transition towards the next step in their learning.

The Childcare Register

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

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	EY416962
Local authority	Wandsworth
Inspection number	922494
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	55
Name of provider	Grove Hall Nursery Ltd
Date of previous inspection	08/06/2011
Telephone number	02086 731943

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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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