

# Lily's Kids Klub

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

<b>Inspection date</b>	22/10/2013
Previous inspection date	01/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
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 system of risk assessing hazards, especially when children are on outings or being collected from school, are not sufficiently robust to ensure children's safety.
- The nursery's self-evaluation is not effective in improving staff's methods of teaching, as well as making best use of resources, to provide children with interesting and challenging activities.
- There is no organised system to provide staff with supervision and appraise their effectiveness in their role. Consequently, staff lack regular feedback to enable them to improve their methods of teaching children and enhancing their play experience.
- Parents are not encouraged to become fully involved in their children's learning and do not receive information staff gather from the progress check for their two-year-old children. Consequently, the parent partnership is not effective in supporting children's learning at the nursery and at home.
- The programme for supporting students on placement is not sufficiently challenging to help them gain confidence and improve their practice.

### It has the following strengths

- Children play in bright spacious rooms where they are able to access a wide range of toys and resources.
- Children in the afterschool club benefit from a range of activities, which fully support their creativity and social skills.

- Children develop healthy hygiene habits and they enjoy fresh fruit snacks and hot meals.

## 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 conducted a tour of the premises during the inspection.
- The inspector spoke with the provider, deputy manager, staff and children on the day.
- The inspector looked at a section of children's records and other documentation, including newsletters and information for parents.
- The inspector spoke with parents on the day of the inspection.
- The inspector carried out a joint observation with the manager of children during an outside activity.

## Inspector

Gillian Cubitt

## **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 its sister nursery, within the London Borough of Lambeth. The setting operates from 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 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. It offers full day care for children in the early years and also operates a breakfast, afterschool club and holiday playscheme. There is an enclosed area for outdoor play. The setting currently has 65 children on roll; of these, 25 are in the early years age range.

The setting employs 15 members of staff; of these, 11 hold appropriate early years qualifications.

### **What the setting needs to do to improve further**

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

- ensure that a risk assessment is completed for outings and school collection to ensure that children are aware of being safe when outside and there is a clear procedure in the event of an emergency
- improve staff's knowledge of the learning and development requirements in order to consider the individual needs, interests, and stage of development of each child and use this information to identify their next steps and plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- develop methods of monitoring assessment and planning to ensure all staff accurately use information from observations to plan the next steps in children's learning to help them make good progress towards the early learning goals
- implement systems to give staff regular supervision and appraisals to identify staff training needs and develop a culture of support, coaching and continuous improvement to assist staff in their childcare practice and improve the programme of supervision to support students on placement from outside colleges
- help parents to consistently share what they know about their children in relation to their ongoing learning and development and give parents the opportunity to contribute to their children's learning record
- ensure the assessment for the progress check at two years provides parents with a short written summary of their child's development in the prime areas
- Improve the system for self-evaluation and use this to drive future improvements by identifying the settings strengths and weaknesses accurately
- ensure that all parents know who their child's key-person is; that the key-person fully involves parents in their children's learning by exchanging information on a regular basis, encouraging them to share their views, and enhance children's learning and development at home

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

- provide further opportunities for children to consistently develop their understanding of how to keep themselves and others safe from harm, particularly while on outings.

## Inspection judgements

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

Not all staff have a sufficient understanding of delivering activities to support children's learning effectively. As a result, children do not make sufficient progress in their learning and development. When children join the nursery, staff discuss with parents about their children's care. Parents also complete starting forms that detail children's preferences and routines. Although this helps to settle children, there is little information about children's developmental stage. Consequently, staff have few details to base their initial assessments to enable them to measure children's progress. Staff make regular observations of what children do, with a view to planning children's next steps in their learning. However, staff do not always take into account what children already know. This reflects on the accuracy of their observations, as not all are relevant to children's age and stage of development. For example, staff concentrate on the literacy of toddlers. Staff correctly encourage older children to write their names on their work. However, staff do not challenge children's thinking further as to how they make notes, in pictures or writing, as part of their role play activities. For example, to create documents for a purpose, such as compiling shopping lists, labels or receipts. Staff teach children to count by rote and staff point out numbers and shapes when outside. However, there is insufficient work to excite children to show them how they can use numbers to solve problems, developing children's critical thinking skills. Although staff follow children's lead at times, for example, when they introduce a new dimension, such as fishing with water play, staff are not sufficiently skilled at developing this additional aspect to extend children's learning.

The nursery has a wide range of available resources to interest children of all age groups. Children age two years enjoy the outside play area, kicking balls and riding on small equipment. They use simple programmable toys and enjoy moving small cars around the carpet and floor. All children are able to help themselves to the toys, which aid their independence, and children know to ask staff for assistance. For example, children wrap themselves up in brightly coloured African prints and staff help them to style the headpiece and secure their 'babies' on their backs. Children who speak English as an additional language are making steady progress. Staff use dual language storybooks, speaking to children in their home language as well as English to give them support. This helps their preparation for school. Children enjoy their walk in the local area where they laugh as they tread through leaves and discover the different shapes in their environment. Staff encourage children to wave at the passengers on the bus and delight when they see them wave back, which helps to build children's self-esteem.

Parents know they can discuss their children's progress at any time. However, parents are not aware of the learning journals and do not have the opportunities to add their comments and views. Therefore, there is insufficient link to what children learn at home and at the nursery. Staff prepare the progress check for two-year-old children, but these also lack parental input. This means that there is insufficient acknowledgement in assessing children's early stages in their development. Staff complete final assessments for children who leave the nursery to pass on to reception teachers. This eases children's

move to their next stage in learning.

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

There is a key person system in place, but it is not fully effective. Although parents know staff, they are not clear who is specifically responsible for their children. This means there is a lack of continuity in children's care and learning because the key person is not making the essential bond with parents and children. All staff welcome children and the gradual settling-in period helps them to form positive relationships with nursery staff and other children. Staff talk pleasantly to children and praise them for helping with preparing snacks and pouring their drinks. Staff manage children's behaviour generally well. They ensure children listen to requests and they learn to share their toys. Pre-school age children are developing an understanding of safety because staff remind them not to run in the corridor. When on outings, staff remind children to hold hands. However, staff occasionally forget to stop at the kerbside to teach children to look left and right to raise children's awareness of their own safety.

Children play outside and this helps them to learn the effects of exercise on their bodies. The provision of fresh fruit and cooked meals supports children's health. Children serve themselves and are able to have a second helping on request. Rest time for toddlers is appropriate and staff sit with them to reassure and comfort them. Staff know the procedure to work with health professionals where children have identified medical conditions. This ensures children's care plan meets their needs. Toddlers move to the pre-school rooms easily because staff organise gradual settling-in sessions between rooms. In addition, owing to the size of the nursery, children know all staff and most of the children who attend. This makes moving to different rooms stress-free for all children.

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

The nursery does not fully comply with the safeguarding and welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. There are breaches in the safeguarding requirements, especially when children are outside the nursery, which means that staff are not sufficiently rigorous in meeting the legal requirements to keep children safe. This inspection took place following a complaint relating to the management of children's safety with regard to the failure to collect children from a local school and bring them to the afterschool club. Although the setting has a policy in place the risk assessment and procedure for collecting children is not robust in the event of an emergency. This is because there is no clear line of action for working with the school, the setting and parents. This lack of clear communication means that the children's well-being and safety is compromised. Therefore the setting is not fully meeting the requirements of the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Staff have support to continue training and the induction programme for new staff covers

child protection procedures. Staff know to whom they must report their concerns to protect children. All staff are vetted for suitability and most have the opportunity to update their first aid training. However, the lack of regular monitoring, supervision and appraisals of staff mean that managers are unable to identify underperformance to improve staff's effectiveness in their role.

There is a two-way flow of daily verbal feedback with parents. They also receive informative newsletters about activities and events that are occurring in the setting. However, the partnership with parents is not working well with regard to monitoring of children's learning to ensure they maximise on their experiences, both at the nursery and at home. Furthermore, although the progress check for two-year-old children assessment is in place, the managers are not sharing this with parents. This is a breach in the learning and development requirements and impacts on children's progress.

Managers have an open door policy and welcome parents' views. However, systems are not robust enough to include the views of parents to help the nursery to make improvements. Self-evaluation, therefore, does not identify weaknesses for improvement. In addition, the setting has not met all the actions from the last inspection, in particular with regard to children's educational programmes.

The management team are aware of the importance of liaising with other early years provisions where children also attend. They have satisfactory systems in place to support this relationship. There are also arrangements with local colleges for students to undertake a placement as part of their studies. However, the support programme at the nursery lacks depth to enhance students' training to ensure they strive for excellence in practice.

### 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:

- ensure that risk assessments cover all aspects of the service, paying particular regard to children's collection from local schools (compulsory part of the Childcare Register)
- ensure that risk assessments cover all aspects of the service, paying particular regard to children's collection from local schools (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

<b>Unique reference number</b>	EY444175
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	939811
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	101
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Lily's Kids Klub Limited
<b>Date of previous inspection</b>	01/10/2012
<b>Telephone number</b>	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, 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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