

Destiny Kids Nursery

Battersea Central Methodist Mission, 20-22 York Road, LONDON, SW11 3QA

Inspection date	19/09/2013
Previous inspection date	20/07/2012

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

- Staff do not use observations and assessments effectively. They are unable to identify and monitor the progress children are making towards the early learning goals.
- Staff do not implement the behaviour management policy effectively or manage children's behaviour consistently. As a result, children are unable to learn right from wrong.
- The staff named as responsible for behaviour management do not demonstrate that they have the necessary skills to support and advise other staff in dealing with children's behaviour issues appropriately.
- Children are not sufficiently challenged during play to support learning across all learning outcomes.
- Registers are not maintained to show the children's hours of attendance, as a result there is no accurate record of which children are in the setting at any one time.
- Children's learning is hindered due to staff being poorly deployed to meet individual needs and children not having a range of appropriate resources to play with.
- The nursery does not work well in partnership with other early years settings children attend. This hinders children's ability to progress with their learning and development..

It has the following strengths

- Children enjoy some positive relationships with staff, so they are generally happy.

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 during activities in the main playrooms and the garden.
- The inspector spoke with the provider, the manager and staff at appropriate times throughout the observations.
- The inspector looked at a sample of children's learning journeys, planning documents, a selection of policies and procedures and children's records.
- The inspector looked at the documentation regarding staff suitability, risk assessments and registers.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Destiny Kids Nursery registered in 2012. It is located on the third floor over a church building in the Battersea area of the London Borough of Wandsworth. There are four playrooms which include a baby room, toddler and pre-school group. In addition, there are toilets for adults and children, a storage area and an office, all located on the same floor. An enclosed outdoor area is located at the rear of the property, which can be accessed directly from the rear of the premises. There is a lift to access all floors.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery currently has 10 children on roll. The nursery has children learning English as an additional language.

There are seven staff appointed to work with the children, all of whom hold an early years qualification. The nursery is open each weekday throughout the year, from 7.30am to 6.30pm, closing for one week between Christmas and New Year.

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 a Welfare Requirements Notice requiring the provider to:

- implement a behaviour management policy, and procedures which are understood and followed by all staff. Ensure the named practitioner for behaviour management has the necessary skills to advise other staff on behaviour issues so that children's behaviour is effectively managed.

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

- maintain a daily record of the children being cared for and their hours of attendance and the names of the children's key persons with the hours they are caring for the children
- keep a record of any occasion where physical intervention is used and ensure parents and/or carers are informed on the same day, or as soon as is reasonably practical
- ensure the systems used to foster continuous improvement are robust; make sure that self-evaluation identifies priorities and targets for improvement based on rigorous monitoring of practice and ensure that recommendations made by the regulator are responded to
- develop observation and assessment systems in order to identify children's levels of achievement, interest and learning styles; use your findings to shape future learning experiences that are tailored to meet children's individual needs
- improve staff's knowledge of the learning and development requirements to ensure that each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities
- improve partnerships with other settings children attend, to support their learning and development and to use this information to inform planning.

Inspection judgements

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

Staff are not effective at promoting children's learning and development as the provider and staff have a weak understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Systems for observation, assessment and planning are implemented with varying success. Children are generally happy in the nursery and are building bonds with their key person staff member. However, some key persons fail to accurately identify where children are in their learning and observations on what children can and cannot yet do are not always completed regularly. As a result, the identified next steps for children's future learning are not always effectively planned for.

Staff produce records of children's progress to share with parents and to help monitor children's achievements. However, because observations are infrequent and the assessments lack rigour, staff cannot ascertain a clear picture of children's progress from these records. As a result, parents lack information that may help them to support their children's learning at home. In addition, staff have little information available to tell parents how well their children are progressing in each area of learning. Staff complete the required progress checks for children aged two and share them with the parents. However, the information that informs these is incomplete as staff lack knowledge of children's next steps of learning. Therefore, it is unclear from staff assessments of children and from the activities that are on offer what progress, if any, the children are making towards the early learning goals.

Children receive praise and some support from the staff during some of the activities, which begins to build on their confidence. Children are generally settled in the care of the staff and have built some bonds with them. This helps to start developing children's self-esteem. Throughout the majority of activities, staff have minimal interaction with the children. This fails to support children in making the best progress they can in their learning and development. Children of all ages are playing in the same room and babies are not given resources to support and promote their learning and development. When babies are having their bottles, staff do not interact with them. As a result, staff miss out on bonding time with the children and opportunities to promote children's communication skills further.

Partnership working between the staff and other early years settings children attend is weak. Those children who have come from another setting do not have any information in place to support staff in planning activities that meet their individual needs from the start. In discussions, the new manager has attempted to get information from these other settings. However, staff have not completed baseline assessments on these children to be able to identify areas to target for themselves. This means staff have not identified children's starting points and they cannot effectively plan activities that will progress them with their learning and development.

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

Behaviour management in the setting is very weak. Some staff fail to support children to learn the differences between right and wrong. In addition, children's self-esteem is not

always nurtured properly due to how staff speak to and handle the children. Staff generally demonstrate a poor understanding of how to build children's positive self-esteem. For example, staff move children back into the line when queuing for the bathroom and over-direct them back into the main playrooms, rather than talking through what is expected. In addition, staff fail to explain to children why they need to stop certain behaviour and do not show children how to behave appropriately around others. Staff do not value children as unique individuals. Consequently, some staff are not meeting children's needs as they are not good role models to the children or to other staff. This greatly impacts on children's personal and social skills and their learning across all areas of development. The weaknesses in safeguarding children means their well-being cannot be assured.

Children learn what to do in an event of an emergency as they practise fire drills with staff. This helps children to understand how to keep themselves safe. Mealtimes are social occasions where staff sit with the children and generally talk to the children, for example, about not dropping food. However, children are not supported to learn about healthy lifestyles due to the lack of interaction to teach the children. Children have plenty of opportunities to play outside with a range of resources, such as slides, ride-in cars and climbing frames to support their physical development. However, there is a lack of other resources in the outside areas to promote children's development across all the learning outcome areas.

Staff generally work with the parents to help settle children into the nursery. They gain some information about children's likes and dislikes and use this information to help them to settle. However, when children move from other settings the nursery does not always gather information about the children's stages of development from them. As a result, staff are hindered in their ability to support children fully at these times of change. Staff work with the children to prepare them for school. They talk to them about school and what to expect. This helps to reduce children's anxiety about this significant move.

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

The inspection took place following a number of notifications being made to Ofsted by the provider in relation to behaviour management of children. In addition, there were concerns about the sister nursery in relation to general suitability matters. The inspection found that staff knowledge and understanding of the behaviour management policy and procedure are weak and that they at times use inappropriate methods to manage behaviour. This means the provider is not meeting the legal requirements relating to managing children's behaviour. Staff ratios are maintained, but the deployment of staff does not allow children to play in rooms which are suitable for their age ranges. The nursery completes suitability vetting on all staff who have their Disclosure and Barring Service checks. In addition, the nursery keeps a record of all staff qualifications. The new manager and staff have a basic awareness of their roles and responsibilities in regards to child protection and safeguarding children. This includes what to do if they had a concern for a child or a concern about another member of staff.

The new manager understands her role in meeting the safeguarding and welfare requirements and is slowly putting new procedures into place but receives little input from the provider. The manager is aware of the inconsistencies with the planning and observations and is trying to implement new procedures into place. Currently registers are not consistently completed as staff are not checking that parents have signed their children in and out of the setting. This is a further breach of the safeguarding and welfare requirements and the provider is required to take further action as they are not complying with several of the Statutory framework for the Early Years Foundation Stage requirements. In addition, the provider is not meeting the associated requirements for the Childcare Register.

The manager is developing systems for managing staff performance and has plans to introduce supervision sessions with staff and carry out observations of staff practice. The systems for self-evaluation are not effective at identifying all areas of weakness. The manager has identified some weaknesses in the planning of activities and observations and is slowly putting changes into place. However, children's individual learning needs are not being met while these changes are being made. In particular, staff are not managing the children's behaviour appropriately and children are not engaged in a purposeful way, due to the lack of interaction with between the staff and children.

Leadership and management involve the parents by gathering their views on the service they provide. They also assess activities to see how well they went but fail to see if overall they are meeting the children's individual needs. This means monitoring systems are not robust enough and does not fully identify key weaknesses to drive improvement.

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 children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- keep records of the following and retain them for a period of two years: a daily

record of the names of the children looked after on the premises and their hours of attendance (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	EY443096
Local authority	Wandsworth
Inspection number	932278
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	10
Name of provider	Destiny Kids Nursery Limited
Date of previous inspection	20/07/2012
Telephone number	07727972642

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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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