

Lilies Baby & Tots Children Centre

3a Neville Gill Close, Wandsworth, SW18 4BS

Inspection date

Previous inspection date

15/11/2013

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

- Recruitment process are not robust to ensure all required checks, such as Disclosure and Barring Service checks are routinely carried out on staff. This means at times children are cared for by unvetted adults.
- The programme for personal, social and emotional development is not well planned for and children do not always behave in a manner that is conducive to their learning.
- Children's assessment information is not used fully in planning to inform children's next steps for learning. Progress checks do not cover all required elements.
- Staff are sometimes inconsistent in managing children's challenging behaviour.
- Links to support children who move to school are under developed.
- Monitoring and evaluation of the nursery is not rigorous enough to identify and target key areas for improvements.

It has the following strengths

- Babies enjoy a wide range of activities that support their development effectively.
- Children are happy and have warm relationships with staff.

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 carried out a joint observation with the manager of an adult-led, group activity.
- The inspector observed interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a meeting with management.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Lilies Baby & Tots Children Centre Ltd registered in 2013. Its is a privately owned limited company. It operates from a building close to the Arndale shopping centre in the London Borough of Wandsworth. The nursery is open Monday to Friday, 50 weeks of the year from 8 am until 6 pm. The nursery is funded to provide free early education to all children aged two, three and four years. The nursery supports children who learn English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are eight staff, including the manager, all of whom hold relevant childcare qualifications. The manager holds a degree in primary education; five staff hold early years qualifications at level 3; one at level 2; and one staff member is unqualified and working towards an early years qualifications. There are 32 children in the early years range in attendance.

What the setting needs to do to improve further

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

- ensure people whose suitability has not been checked, including through a criminal records check, do not have unsupervised access to children
- obtain criminal records checks from the disclosure and barring service on all adults working with the children
- improve the programme for personal, social and emotional development so children learn to manage their feelings and behaviour and make relationships, in order to promote a conducive learning environment
- ensure that progress checks for children aged between two and three years include all required elements, specifically targeted plans to support children where their progress is less than expected
- ensure that children's assessment information is used to inform planning to help children move onto the next steps in learning consistently
- improve staff's knowledge of how to manage children's behaviour consistently
- develop robust evaluation of the nursery in order to determine key priorities for development.

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

- develop links with local schools to support children when they move on to the next stage in their learning
- develop monitoring of planning and assessment and the provision to ensure consistency in quality of teaching and learning.

Inspection judgements

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

Staff plan a variety of interesting activities which cover most areas of learning. However, the programme for personal, social and emotional development is not as well planned for as other areas of learning. For instance, there is not enough focus on helping children to

manage their feelings or on making relationships. As a result, children do not always show sufficient levels of cooperation in play or show good awareness of the impact of their behaviour on others. Occasionally, this can disrupt the session and children's ability to concentrate and learn. Staff carry out regular observations but do not consistently use information from observations to inform children's next steps for learning. As a result, staff do not meet children's individual needs precisely. Children initiate their own play from accessible resources, which supports independent learning, such as building designs with bricks. This is balanced by adult-led activities, which provide more structure to children's learning.

Staff support children's early language and literacy skills sufficiently. Children enjoy practising their early writing skills in role play using telephones and notepads. They learn to recognise their names on place mats at mealtimes. Staff read stories to children who sometimes make comments on the story. This supports their language development and understanding of story structure. Staff use a suitable range of strategies to support children who learn English as an additional language. For example, staff learn key words in a child's home language to help children communicate and make their needs known. This helps children settle and develop a sense of belonging. Children experiment with water flow as they pour water along chutes and this helps their early understanding of scientific concepts. Generally, some of these activities help children to develop useful skills for later use in school.

Babies explore their environment and select their favourite toys from accessible resources. Staff follow babies' lead as they play with musical instruments. Staff copy babies' actions as they play and this helps babies to learn to interact and to follow simple sequences. Babies explore different natural materials, such as metal and wood and learn about texture and form. They operate simple technology by pressing buttons on electronic toys to make different sounds.

The nursery does not have its own outdoor area, but it does make effective use of the adjacent park to promote children's physical skills. Staff take children for walks through the park, pointing out and discussing ducks in the pond and helicopters hovering overhead, which helps children's understanding of the world. Children take part in a group game using a parachute where they are beginning to learn to follow instruction with a lot of adult support. This encourages children to hold the corners of the parachute and let go at appropriate times. Children use the frame and other apparatus in the park to practise their climbing skills and move in a range of ways.

Staff keep parents informed of their children's progress through daily interaction and by writing daily in communication books. Parents share their observations of their children with staff and this enables parents to contribute to their children's learning. Staff carry out progress checks for children aged between two and three years; however, these do not indicate how children will be supported if their development is outside of expected levels. This means that children may not receive early support for any identified learning and development needs.

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

Children are content and settled. They have warm relationships with staff who find out about their likes and dislikes when they arrive at the nursery. Staff ensure that children's favourite toys are accessible to them and this helps children to feel happy and secure. They find out babies' routines and adjust nursery routines to meet the needs of babies. This helps babies to feel settled and content.

Generally, the nursery is resourced sufficiently and the toys and equipment are accessible to children to encourage freedom of choice and independent learning. Staff teach children how to be safe and children are beginning to show awareness of how to promote their own safety. For instance, they sing songs about road safety and children know the procedure for outings, which includes holding onto a walking rope. However, the weaknesses in safeguarding children mean that children's safety cannot be assured. Children wash their hands at appropriate times with adult reminders and are beginning to develop self-care skills. Nappies are changed in hygienic and comfortable areas, which means that babies are comfortable and hygiene practices are appropriate.

Children eat freshly prepared balanced meals and snacks, which they serve and eat independently. Staff cater for special dietary needs. Children have daily fresh air and physical exercise through regular trips to the adjacent park where children use different apparatus for climbing and moving in different ways. As a result, children develop healthy habits and develop sufficient physical skills.

At times, staff manage some children's behaviour appropriately. They use positive language to encourage children to behave well and use a calm and fair approach. However, some behaviour can be quite challenging and staff sometimes struggle to find other suitable ways to manage this. This means children are not always encouraged to manage their own feelings or learn the consequences of their actions on others. Although staff talk to pre-school children about starting school, there are no links with local schools to help support children who move to school. Children spend time in new group rooms at the nursery to get used to new environments and staff so that they settle readily.

Children learn about different ways of life and learn to accept and value difference. This is because staff discuss and celebrate special cultural and religious events with children, such as Chinese New Year by making craft items.

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

Arrangements for safeguarding children are inadequate. Recruitment procedures are not robust as the provider has not implemented effective systems to ensure staff are suitable to work with children. The provider has accepted suitability checks from previous employers and not followed advice regarding the portability of criminal record checks. Although the provider has now instigated obtaining disclosure and barring service checks for all staff, this means that over half the staff have not had suitability checks carried out

by the provider. Although the provider and one other member of staff who have been suitably checked oversee the staff who have not, this is not secure in ensuring unchecked staff do not have unsupervised access to children. These are breaches of legal requirements that put children's safety and well-being at risk.

Monitoring of the provision is not fully effective because observations of staff by management are not regular or comprehensive. Management reviews planning and children's assessment records but this is not a rigorous process because management has not identified weaknesses in the programme for personal, social and emotional development and gaps in learning are not readily identified. Management does not evaluate the nursery effectively and does not have sufficient insight into the strengths and weaknesses of the nursery. This means that there are key priorities for development have not been identified.

Staff carry out risk assessments covering all aspects of the nursery and this supports children's physical safety. Staff have sufficient knowledge of child protection procedures to follow should they be concerned about a child and this helps to protect children from harm.

Arrangements are in place for staff appraisals to take place each year to review performance and to identify training needs. Management supervises staff regularly and set targets for any areas of underperformance with some levels of support. However, this has not sufficiently identified some weaknesses in practice, particularly with regard to staff consistency in managing children's behaviour. This impacts on the continuous improvement of the nursery and outcomes for children.

Staff have sound partnerships with parents. They keep parents informed of their children's progress and parents contribute to their children's learning. This supports continuity between the nursery and home. The nursery has links with the local authority who provide advice and support on early years matters.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure that staff are suitable to work with children, including through obtaining disclosure and barring service checks (compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY459457
Local authority	Wandsworth
Inspection number	919575
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	32
Name of provider	Lilies Baby & Tots Children Centre Ltd
Date of previous inspection	not applicable
Telephone number	07951214993

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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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