

Lily's Kids Klub

131 Brixton Hill, LONDON, SW2 1AF

Inspection date

14/11/2013

Previous inspection date

08/10/2012

The quality and standards of the early years provision

This inspection:

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

- Staff communication and language teaching is variable which means that children do not make sufficient progress in this important area of their development.
- The management's monitoring systems are weak. An action from the last inspection has not been fully met and staff do not have support to improve their teaching skills.
- Staff do not follow current guidance on how to heat babies' milk, which puts babies at risk.
- Children play in the same room as sleeping children, and are unable to play freely as staff ask them to be quiet which limits their play.

It has the following strengths

- Staff build warm and affectionate relationships with children, helping them to feel safe and secure.

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 at play in the baby unit and in the after-school club and talked with staff.
- The inspector examined a range of documentation.
- The inspector and owner carried out a joint observation.

Inspector

Susan McCourt

Full report

Information about the setting

Lily's Kids Klub is run by Lily's Kids Klub Limited. It operates from a two storey building opposite its sister nursery in Brixton Hill, in the London Borough of Lambeth. Children have access to enclosed outdoor play areas at the sister nursery. The setting was originally registered in 2004 and re-registered in 2012. The setting offers a baby unit for children aged from birth to two years as well as a breakfast and after school club. It is open Monday to Friday, from 7 am to 7 pm for 50 weeks of the year. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 16 children on roll in the early years age range. Children also attend for out of school care up to the age of 11. There are nine members of staff, six of whom are suitably qualified.

What the setting needs to do to improve further

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

- improve teaching in regard to the educational programme for children's communication and language development, through all staff actively engaging children in conversations during their play and activities
- create an effective system for supervising staff and monitoring their practice to raise standards of teaching
- ensure that staff preparing bottles of milk for babies understand how to do so competently and safely.

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

- improve the facilities for children so that they can play freely without disturbing children who sleep.

Inspection judgements

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

Staff have a variable understanding of how to support children's learning and development in the Early Years Foundation Stage. The provision for children's personal, social and emotional development is sound, with staff building warm and affectionate relationships with children. Children's physical development is also satisfactory, as children learn to

crawl, stand and walk, as well as eventually gaining skills in self-care such as washing their hands. However, the provision for children's communication and language development is weak because teaching is inconsistent. This means that children do not make adequate progress in their learning and development. This is a breach of the learning and development requirements.

Children benefit from a learning environment which supports their independent play. They can freely select from a wide range of toys and equipment, such as technological toys with push-button music and lights. They enjoy playing with soft toys and pretend play food from the home corner and role play area. Staff are alongside children as they play and join in with games that children initiate, such as pretending to eat what the children have given them. Some staff extend such play by asking for a drink, for example, and sharing the enthusiasm and joy of the children. This positive practice is not consistent across the staff team, however, because other staff engagement with children is minimal in regard to promoting communication and language skills. This weakness restricts children's progress in this area of learning.

Staff are consistently down at children's level so they can keep eye contact and see children's facial expressions. This helps them to be aware of children's moods and dispositions. Staff plan activities such as using crayons on large paper placed on the floor, and children become well-engaged in exploring how they can make marks. This builds the skills for early writing and supports children's coordination. During this activity, some staff repeat some key words such as 'zig zag', 'paper' and 'draw'. In other activities, however, staff do not use such key words to develop vocabulary. Staff read to children that interest and engage them. Staff working in the after-school club organise activities and equipment that they know will interest the children. Children enjoy making complex figures using construction toys and describe how their figures work.

Staff gather information from parents about the children's routine, likes and dislikes and care needs. They also gather some evidence of the children's starting points, such as how they are communicating, words in their home language and their stage of physical development. Staff make observations of children's achievements in planned and child-initiated activities and link them accurately to the areas of learning and expected levels of development. However, practice is variable, with some staff focusing on the important areas of learning, and others making infrequent observations in less important areas. This means that staff do not have an accurate basis on which to plan for children's next steps, and cannot judge if children are making progress where especially required. The nursery owner has recently recognised this and is taking steps to address it, though the impact is not yet evident. Overall this means that children do not fully gain the skills they need for the next stage in their learning.

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

Through the 'key person' system, staff build suitable relationships with parents and carers, and get to know each child as an individual. Staff follow the children's home routine as much as possible, and communicate effectively with parents to keep up to date with the

changing needs of the children. For example, they know children's evolving nap routines. Staff are generally attentive to children's needs and frequently cuddle them or play with them on their knee. Children have their own pegs and a drawer for their personal comfort items, nappies and sheets. These help children to separate confidently from their parents and they are secure and settled as a result. Staff have created a child-friendly learning environment with lots of low level pictures, displays and equipment. This means that children can make choices about what they play and have plenty to look at and explore. The main playroom is warm and cosy, with comfortable areas in which to snuggle down. Children sleep in the main playroom, but staff restrict the play of those who are awake. For example, they ask children to be quiet and remove toys which might make a noise, rather than allowing their chosen play away from sleeping children. The after-school club children mostly use a separate room and this includes a range of adaptable play equipment as well as a wide variety of games and imaginative play materials. This provides a suitable venue and adequate resources for the number and ages of children who attend.

Children have suitable opportunities to develop healthy lifestyles. Staff generally follow well-established hygiene routines. They change nappies regularly and keep a detailed record to give the information to the parents. Staff are attentive to children who need tissues and dispose of them correctly, using anti-bacterial hand gel in between washing their hands. Staff prepare children's snacks wearing gloves and use serving tongs at the table. This all helps to minimise the risk of cross-infection. Staff serve meals which are balanced nutritionally and include a variety of fruit and vegetables. Staff can cater for a wide range of cultural and religious diets as well as allergies and dietary preferences. Staff prepare bottles for children as they are needed but heat the milk in a microwave, which is against current guidance and therefore presents a significant risk to children, calling into question the staff competence in food preparation for babies, which is a breach of the requirements. Children's physical development is suitably fostered in relation to gaining body control. Children benefit from a wide range of low-level furniture that they can pull themselves up on, crawl through or walk round. Children can also practise using their hand skills by grasping toys or manipulating construction toys and other equipment.

Children's behaviour is suitable for their age and stages of development. There is sufficient equipment for them to share and take turns in cooperative play. Children demonstrate that they understand the routine of the session as they start to tidy at the 'tidy-up song'. They cooperate with routine things, such as nappy changing and dressing. Staff are attentive to children's play and sort out any disputes fairly. This helps children to gain a sense of right and wrong. In this way, children are suitably prepared emotionally for the next stage in their learning.

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

The owner and the manager have a suitable understanding of how to protect children's welfare. There is a comprehensive policy in place, and staff are familiar with how to record and report any concerns they may have about the welfare of a child. All staff undergo

suitability checks as part of the recruitment process and staff who are awaiting clearance do not have unsupervised contact with children. Staff understand that the welfare of the child is paramount. Staff consistently maintain records such as registers, nappy records and accident forms, which underpins children's well-being. The building is secure so only authorised people gain entrance. Staff practise the fire drill and evacuation procedures regularly so children understand what to do in an emergency. The owner organises the space provided across the two buildings to meet children's needs. The buildings are generally well resourced with equipment and toys appropriate for the ages and stages of development of the children attending.

The owner carries out appraisals of staff but these are not sufficiently regular to be effective in identifying individual staff's training needs in order to improve staff performance. The manager has not had an appraisal for two years, for example. This weakness demonstrates a lack of determination to improve on the part of the owner and no culture of mutual support across the staff team, as required. Furthermore, although the manager has taken suitable steps to address the recommendations from the last inspection importantly, neither the manager nor the provider has made sure that the action set at that inspection has been addressed in full. This means there are continuing weaknesses in regard to the programme for children's communication and language development. The owner shows some capacity to improve, however. She has recently taken action to improve the layout of the building and install a covered 'outdoor' style area. This change has had a positive impact on children's experiences.

Parents value the attentive way in which staff meet many of the children's needs, particularly in regard to their care. Parents receive daily verbal feedback about the children's activities and this is backed up with written information on sleep times, nappy changes and meals. Parents comment that they like the size of the nursery which is small enough to provide individual attention. They also say that they are confident their children are safe in the nursery. Parents enjoy attending the social events as it helps to build a sense of community. Nursery staff know how to access help and support for children who may have additional needs. They work with their sister nursery to give the children and parents the same degree of security when moving on to the next stage of their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary 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	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	EY444178
Local authority	Lambeth
Inspection number	940655
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	16
Name of provider	Lily's Kids Klub Limited
Date of previous inspection	08/10/2012
Telephone number	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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