

# Lily's Kids Klub

131 Brixton Hill, LONDON, SW2 1AF

## Inspection date

21/05/2014

Previous inspection date

14/11/2013

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

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 registered person has not created an effective system for the monitoring and supervision of staff. This limits their professional development and their ability to improve their teaching skills.
- The partnership with parents is not effectively involving parents in children's learning because strategies are not yet fully established.

### It has the following strengths

- Staff have appropriate teaching techniques to support children in their communication and language skills.
- The learning environment is suitable for children to develop their independence and choice.
- The manager has sound skills to provide mentoring and coaching to staff, which help to promote their professional development.

## 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's care routines and saw them at play.
- The inspector and the registered person carried out a joint observation.
- The inspector met with the registered person to discuss the progress made since the last inspection, and met with the manager to discuss practice issues.

## Inspector

Susan McCourt

## Full report

### Information about the setting

Lily's Kids Klub is a baby unit 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 the 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 29 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 13 members of staff, 11 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:

- create and implement an effective system for supervising staff and monitoring their practice to raise standards of teaching and improve outcomes for children

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

- improve the partnership with parents to fully engage them in their children's learning.

## Inspection judgements

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

Staff have a suitable understanding of how to meet the learning and development requirements. They provide a broad range of activities which generally cover all areas of learning. Staff have sound skills in supporting children's independent play, and are attentive to children's individual needs. This supports children in making satisfactory progress in their learning and development.

Staff have appropriate teaching skills. The children who attend are aged under two, and staff spend the majority of their time on the floor and at the children's level. Staff chat with the children all the time, repeating key words and speaking very clearly so that children hear a wide vocabulary in context. Staff use eye contact, facial expression and gesture to respond to children's communication, and create enjoyable conversations. Children babble and vocalise as they play and are confident communicators as a result.

Staff use appropriate methods to involve all children in group activities. For example, at circle time, staff use a box of props which children can choose from which indicate a favourite song. This helps all children to take part in making choices and decisions, and means that children who cannot speak are still able to join in. Children enjoy singing activities, and join in with actions because staff give them time to join in the actions. Staff also add verses to supplement their teaching. In this way, when singing action songs about their bodies, children are asked to find their nose or head, which helps to teach them the names of their body parts. Staff give sound support to child-initiated play. As children move freely around the playroom, they play with a variety of toys and staff quickly spot the child's interest and develop it. For example, they notice when children are attempting to count and say the words clearly to role model counting skills. Staff playing with babies who cannot yet crawl place toys where they will have to lean forward to grasp them, supporting their attempts to move. Babies have regular tummy time to build their strength for crawling and lifting their heads. Children who are learning to walk can use the low furniture to support them as they pull themselves up and take their first steps. Staff support children to follow simple instructions such as, 'put your drink on the table' and give praise when children succeed. When children repeat this spontaneously later, staff show their pleasure and the children smile. Children have appropriate opportunities to enjoy messy play and early writing. They make marks in paint and other media, and staff support them in open-ended play so that they can make as many paintings as they like. This supports children's independent play.

Staff meet with parents when children first attend to establish children's starting points. Staff then make regular observations of what all children do and share this information with the key person. The key person collates the observations and also makes detailed observations in one of the prime areas of learning of one of the key children each week. In this way, children's achievements are regularly given close attention. Staff write plans for the following week for this particular child, but as all observations contribute to plans, all children have an appropriately engaging range of activities. Staff devise children's next steps in learning to build on their current achievements and interests, and relate their progress to expected levels of development. Parents meet with staff to discuss children's progress, and staff add their comments to the learning journal.

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

Staff are effective key persons for children. They offer home visits to start to build a relationship with the family, and parents settle the children in over a number of sessions. All the children are cared for in one playroom, so children get to know all the staff and are clearly secure and settled. Children are keen explorers and enjoy moving around the room and investigating different toys. Sometimes children are unsure when faced with something unfamiliar and look to a member of staff for guidance. Staff have a warm and reassuring manner, which encourages children to have a go with the new toy. This demonstrates that children can explore from the secure base that staff have created. Staff have organised a suitable learning environment for children with appropriate resources at child height. This supports children's independence and choice. The outdoor area children use is part of the sister setting and has appropriate play equipment to support children's

physical development.

Children have appropriate opportunities to learn about healthy lifestyles. They have healthy, balanced meals and staff support children to feed themselves wherever possible. Staff give babies their bottles according to their home routine, and all children have drinking water available through the day. Staff have fully established hygiene routines which they follow for nappy changing and hand washing. This helps to minimise the risk of cross-infection. Babies and children sleep in a separate room and staff are present at all times, which means that children are always monitored. Children have satisfactory opportunities to develop physically. Staff provide opportunities for children to stretch, crawl, walk and scramble over soft play items. Children also enjoy taking part in activities such as manipulating technological toys and using pencils and brushes, which supports their small muscle control. Staff teach children simple rules to keep themselves safe, such as not running indoors.

Staff give children appropriate opportunities to learn social skills and good behaviour. They support children to take turns with toys and join in with simple games. Children begin to play together cooperatively by playing alongside each other in drawing or music activities. Children show curiosity and are happy to explore and investigate. They become confident learners as a result. Staff alter their tone of voice when they have to say, 'No' to a child, so children understand what is expected of them. This means that children acquire sound skills to help them in their future learning.

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

This inspection took place following concerns raised to Ofsted relating to the suitability of adults, key persons, and staff training, support and skills. In addition, concerns were raised relating to the learning and development requirements. The inspection found there are key weaknesses in the leadership and management of the setting which means that one of the actions made at the last inspection has not been met. Since the last inspection, a new manager has been appointed and she has worked alongside staff and assessed their skills in meeting the learning and development requirements. The mentoring and coaching she has provided has helped staff to develop their skills in talking with children and supporting child-initiated play. This has helped staff make some improvements to their professional skills. However, the registered person has not established a system for the regular supervision and support of staff, which limits their professional development. This is a breach of the requirements and was the subject of an action at the last inspection.

There are clear safeguarding policies and procedures in place to guide staff in their work. All staff are checked as to their suitability and they have regular training in child protection. They have a sound understanding of how to report and record any concerns they may have about the welfare of a child. The policies and procedures are also available to parents, so they understand the staff's duties and responsibilities. The registered person has clear recruitment procedures in place and maintains records in a methodical

manner. Staff have training opportunities in-house and on external courses which help to maintain their professional knowledge and understanding. Staff are appropriately deployed, which means that children have consistent care from their key person. Documents such as registers, accident and medication records are well-maintained, and staff ratios are maintained or surpassed. This underpins children's well-being.

Staff build sound partnerships with parents. They provide a verbal handover and use communication books for other information. Staff meet with parents to discuss children's progress and are beginning to record parents' comments in their child's learning journals. However, staff are not fully encouraging parents to contribute to the partnership to effectively involve them in their child's learning. Staff put information about activities and events on notice boards to keep parents up to date with what is happening. Parents give their views in questionnaires, and give positive feedback about the care their children receive. Staff work in partnership with other professionals to provide appropriate support where children have additional needs. They also work with staff in their sister setting to support children as they move on.

### **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

<b>Unique reference number</b>	EY444178
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	967371
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Lily's Kids Klub Limited
<b>Date of previous inspection</b>	14/11/2013
<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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