

Lily's Kids Klub

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

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| Inspection date | 21/05/2014 |
| Previous inspection date | 22/10/2013 |

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| 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 | | 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 registered person has not made sufficient progress on the actions set at the last inspection. Action taken has been of variable quality and has not brought about the required improvements.
- Planning and assessment methods do not provide sufficient challenge and interest for children, who are therefore not engaged in purposeful play for significant periods of the day.
- Staff are not adequately supervised, mentored or coached to improve their professional skills.
- Children's challenging behaviour is not consistently managed, resulting in poor self-control and self-management skills.
- The risk assessment is not sufficiently thorough to identify and minimise all hazards in the nursery.

It has the following strengths

- Staff provide a range of resources and activities in the indoor learning environments.
- Suitability checks and other documentation are well-maintained, which helps to promote children's well-being.

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 each of the playrooms and the garden.
- The inspector and registered person carried out a joint observation.
- The inspector checked the progress made on actions since the last inspection.
- The inspector sampled a range of documents and files.

Inspector

Susan McCourt

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 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 club, afterschool club and holiday playscheme. There is an enclosed area for outdoor play. The setting currently has 69 children on roll. The setting employs 20 members of staff; of these, 16 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:

- 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
- 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
- implement the behaviour management policy in order that staff have consistent skills in addressing challenging and inappropriate behaviour.
- 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
- ensure that the risk assessment identifies hazards and removes or minimises any risk to children.

Inspection judgements

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

Staff have an inadequate understanding of how to meet the learning and development requirements. They plan a suitable range of activities to cover all areas of learning and arrange the resources appropriately to provide space and choice for children. However, teaching techniques vary widely, and staff do not have sufficient grasp of how to balance child-initiated and adult-led play. Teaching does not take sufficient account of supporting children's independence, or giving them the skills they need for future learning. This is a continued breach of the requirements.

Staff's teaching skills for the children aged two differ widely from the teaching skills staff use for children aged three and four. At group time for two-year-olds, staff teach in a very directive style, telling children the colours of objects they are holding and asking them to repeat the word. There is little time for children to respond, but they are given lots of praise when they do. The same technique is repeated for the shapes of objects. When group time ends, children are told they can choose from other activities, which include engaging with resources, such as cooked pasta and paint. Staff have arranged the cooked pasta in a tray on a table within easy reach of the age group, and only let two children play with it, telling others they must wait for a turn even though there is space for them to play. These children have difficulty in settling into other play as they are interested in the pasta. Later, extra children do join the activity, meaning that others have missed out for no reason. This inconsistent approach from staff means that children cannot follow their interests in play. In a painting activity, staff demonstrate how to print with bricks to create a house for the current theme of Three Little Pigs. Children begin to copy, but staff change paint colours rather than giving children the choice of when to do so. Staff do not give children time to get absorbed in this activity. For example, a child who is fascinated by the feeling of paint on his fingers and the marks it makes on the table is hurried away to wash for snack time. This means that children do not have the time to become absorbed in open-ended play when staff are prioritising themed craft.

Children aged three and four have a different experience. Staff supervising a craft activity about healthy eating give suitable support to children in using the themed materials to create a collage plate of food. Children stick pre-cut shapes onto a plate and staff talk with the children appropriately about what foods they like and are good for them. Child-initiated play however, is somewhat chaotic because children are not engaged in purposeful play, and adults do not support them to do so. As a result, children compete for resources and sometimes snatch and throw equipment, or play with it inappropriately. For example, children look at small bean bags which have objects inside beginning with particular letters of the alphabet. After a brief time of naming the objects, children begin to snatch them off each other and then throw them haphazardly. This means that children are not learning how to play appropriately and manage their play choices.

Staff have implemented a clear planning and assessment process. They make observations of all children's achievements to note in their learning journals. They also make focused observations each week of one of their key children and write specific next

steps for that child for the following week. Staff write the plans with specific reference to individual children, noting their interests, but also what they need to do to progress. This means that all children are the subject of a focused observation on a regular basis. Staff use published guidance to judge where children's achievements are related to expected levels of development. Staff discuss the child's progress with parents at parents' evenings or in individual meetings, and staff add parents' comments to the learning journals. Parents provide information about children's starting points. Staff have begun to carry out progress checks for two-year-old children. This provides the parents with a summary of the child's progress in the prime areas. Staff also complete the appropriate forms as requested by receiving schools. Staff do not carry out other summary reviews of children's progress on a regular basis, which hampers the staff and management identifying achievement gaps for children. Staff plan for the general learning environment so that they are covering all areas of the curriculum. However, activities are not sufficiently engaging to support children in self-directed purposeful play, which means that children do not have opportunities to make sufficient progress given their starting points and capabilities.

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

Children's behaviour is variable because staff do not follow consistent methods to deal with challenging or inappropriate behaviour, which does not comply with the written policy of the nursery. This is a breach of the requirements. Children sometimes cooperate in play, such as working together to carry a tyre in outdoor play, or in shaping sand castles. Children notice when a friend is upset and show empathy and support by offering a toy. Staff praise children well when they achieve something or demonstrate good behaviour, such as good listening. This demonstrates that children are developing some social skills and pride in themselves. However, the lack of purposeful play means that children compete for resources and become frustrated, upset or feel wronged. On these occasions, staff sometimes intervene appropriately, offering sand-timers to control turn-taking or asking children to respect each other's requests. However, staff are not consistent in how they manage behaviour. For example, children sitting in tyres are upset when another child tries to get in with them, and does not listen when they ask the child to get out. Staff intervene the first time this happens, but not the second, meaning that children do not learn clear boundaries of what is acceptable. As a result, children are not learning ways to manage their own and others' behaviour. Overall, children do not gain the skills they need for the next stage in their learning.

There is a suitable key-person system to support children's learning and emotional needs. Children are assigned to a key person, and the key person offers a home visit to families to begin to get to know the child. The family supports the settling-in process by having a number of visits, which can be adapted to suit the child's needs. As a result, children appear well-settled and secure. Staff are knowledgeable about children's home languages and have key words posted prominently on the walls of the setting, which helps children feel understood. Staff have created a suitable learning environment in each playroom. Resources are of good quality and are arranged at child-height, which supports children's independence. The variety of resources available gives appropriate opportunities to

explore all aspects of the curriculum. For example, there is a variety of investigative equipment, such as a microscope and magnifying glasses.

Children have suitable opportunities to learn about healthy lifestyles. Staff provide a range of fruit and other healthy options at snack time, and meals are well balanced nutritionally. Staff involved in food preparation have undergone the required food hygiene training. Staff are careful to keep surfaces clean before and after eating, and they support children to learn how to serve themselves and pour their own drinks. This supports children's self-care skills. Children learn to wash their hands before eating and after messy play, and they know to dispose of tissues after use. This helps to minimise the risk of cross infection. Staff are generally careful of children's safety and teach them how to keep themselves safe. For example, staff point out to a child not to stand on baskets as they are not strong enough. However, the risk assessment process does not identify and minimise potential hazards to children, which means that children are exposed to unnecessary risk.

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

The registered person has an inadequate understanding of how to meet the safeguarding and welfare requirements. Several actions were set at the previous inspection, which found the provision to be inadequate. 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 that the registered person also acts as manager in this nursery and has taken steps to address some of the previous actions. For example, parents are now consistently informed of who the child's key person is and are given information about plans and activities. Parents are also given communication books, and the key person provides parents with a summary of the progress check for their two-year-old children. The registered person has taken some steps to address elements of the remaining five actions, but this has been insufficient to fully address them and bring about sustainable changes. The risk assessment has been completed regarding outings and school collections and staff are clear about their duties. However, the risk assessment as a whole was not rigorous enough to identify that a pile of bricks and paving rubble in the garden area could present a hazard to children. This is a continued breach of the requirements for the Early Years Register and the Childcare Register.

The registered person was required to take several steps to support staff in developing their teaching skills, their planning and assessment methods and providing them with regular supervision. As a result, staff now use a planning and assessment method consistently throughout the nursery. However, the planning does not provide sufficient purposeful play for children, teaching skills are variable and there is no system for staff supervision in place. This is a continued breach of the requirements. The registered person was also required to improve the system for self-evaluation to drive future improvement. However, it has not been sufficient to identify and address the continuing weaknesses in the supervision systems and staff's teaching skills, or identify the impact

these failures have on staff development and behaviour management.

There are clear safeguarding procedures in place and staff attend regular updates on child protection. They have a sound understanding of how to record and report any concerns they have about the welfare of a child. All staff are checked as to their suitability when they start work at the setting and unchecked staff have no intimate care of children. Staff deployment is appropriate as staff with higher qualifications have more senior roles, and children have consistent key persons. The registered person has well-established recruitment procedures and keeps all required records and documentation in a methodical way, which underpins children's well-being.

The registered person is in the setting every day and observes staff practice on her frequent visits to the playrooms and via the CCTV cameras. Staff know she has an open door to any questions they raise, and she provides resources to serve as prompts and guidance to their work. For example, she created prompts on communication skills and placed them prominently in the playrooms. However, the registered person has not taken steps to monitor and assess the impact of any of the changes made. Her interventions on visiting the rooms tend to focus on short term goals, such as tidying shelves, and there is no regular pattern of peer observations or analysis of the impact of changes. This means she has not been able to sustain ongoing development, such as building on the new planning system, to create more purposeful play for children. This is a continued breach of the requirements.

The registered person has a suitable understanding of how to build and use partnerships with parents and others to provide consistent care. Parents share information to help staff care for children, such as key words in home languages. Parents are welcome to visit the playrooms and they also accompany the nursery on outings. Parents give their views via questionnaires and comment positively on the care that staff provide. Staff pass messages between parents and schools when providing out of school care, which builds a sound partnership. Where children have additional needs, staff can access the professional support required due to existing working partnerships. Staff also liaise appropriately with receiving schools to support children and families in moving on.

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 (compulsory part of the Childcare Register).

- ensure that risk assessments cover all aspects of the service (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 | 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

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| Unique reference number | EY444175 |
| Local authority | Lambeth |
| Inspection number | 967368 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 61 |
| Number of children on roll | 69 |
| Name of provider | Lily's Kids Klub Limited |
| Date of previous inspection | 22/10/2013 |
| 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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