

Calvary House Day Nursery

Caivary House, 228 Brixton Hill, LONDON, SW2 1HE

Inspection date

20/05/2014

Previous inspection date

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

- The lack of a qualified named deputy undermines children's well-being and safety.
- Some documentation is poorly maintained and staff fail to follow correct procedures to administer medication to children.
- Present systems are not supportive of staff with regard to training, induction and monitoring of staff practice to ensure they develop appropriate skills.
- Parents are not informed about the role of the key person to support their children's well-being and safety.
- Children's progress in their learning is limited because activities fail to reflect children's interests.
- Children do not have regular access to outdoor play to support their learning.
- There are limited opportunities for children to use their home language in role-play situations.

It has the following strengths

- Children develop positive hygiene habits and eat freshly cooked meals that support their health.
- The provider is taking positive steps to improve outcomes for children.

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 activities in the play hall.
- The inspector completed a joint observation with the manager in post at the time of the inspection.
- The inspector looked at children's assessment records, planning documents and a sample of documentation relating to children's welfare.
- The inspector held discussions with the provider and the new manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Gillian Cubitt

Full report

Information about the setting

Calvary House Day Nursery registered in 2013. It operates from Pentecostal church halls in Brixton, south west London. It is central to public transport. It is open each week day from 7.30am to 6.30pm for 51 weeks of the year. Children have access to a medium and large hall and toilet facilities. There is an outdoor area. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently five children on roll.

Currently a team of three staff work with the children, including a new manager who holds a degree in Early Childhood Studies. Other members of staff hold childcare qualifications.

What the setting needs to do to improve further

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

- ensure that all staff receive induction training to ensure they understand their roles and responsibilities with particular regard to the procedures to safeguard children; follow this with regular monitoring of staff effectiveness through supervision and regular appraisals
- improve the partnership with parents by informing them of their child's key person and their role to support children's progress and well-being
- improve planning and assessment arrangements to meet children's individual needs, interests and stage of development when planning activities, to ensure they receive challenging and enjoyable experiences in all areas of learning
- ensure written permission from parents is obtained prior to administering medication to children
- maintain accurate records and have these easily accessible to share with parents and for inspection at any time
- ensure there is a named deputy who is capable and qualified to take charge in the manager's absence

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

- improve children's access to daily outdoor play
- enhance opportunities for children to learn about other cultures and to use their home language during play.

Inspection judgements

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

Staff do not sufficiently support children's learning and development. On interacting with the children, there is little focus or direction to support children's specific learning needs. Weak systems for assessment mean that staff do not have a clear understanding of children's individual stage of development or children's next steps. This means that activities are often inappropriate to the children's age or stage of development, resulting in children lacking interest and failing to benefit from what is on offer. For example, story

times are stilted because children show little interest, preferring to wander off and play on their bikes. Although staff try to follow children's interests, such as talking to children about repairing bikes, staff fail to engage children to fully develop their language and communication. As a result, children spend time banging bikes with a hammer which does not teach them how to care for resources. Staff complete some observations in children's individual folders. However, these observations are often limited to noting what children have done, and fail to help staff accurately pinpoint children's stages of development or their next steps. This means that staff are not identifying any gaps in children's learning, resulting in a lack of support in helping children to learn as they play. Staff plan activities, which generally cover all areas of learning, and organise the children's play area with some toys and resources. However, planning is too broad and activities such as 'learning about my body' fail to identify activities appropriate to the ages and stage of development of the children who attend. Consequently, children flit between activities because staff lack skills to sustain their interest. Staff complete the progress check for two-year-old children and share this with parents.

Some staff participate in children's play and offer basic support to develop some aspects of their communication and language skills. Staff ask children to point to and repeat the parts of their body. Staff also question children about pictures they see in books which contributes to children's thinking and learning. Children go through the motions but show minimum of interest. They find excitement when additional staff members arrive and engage children in running after bubbles. This sustains their interest as children develop their physical skills trying to reach and pop the bubbles. Staff point to colours in the bubbles but this is too complex for two year olds to grasp, so the activity finishes when the bubbles run out. Children are learning to build and construct with interconnecting blocks and spheres. Staff provide assistance which holds their concentration, as well as developing their problem solving skills. Children also benefit when given individual attention to find the shapes of inset puzzles which promotes their concentration. However, children lack opportunities to play outside each day to further stimulate and challenge their physical development in different play environments. It is a requirement for children to have daily access to outdoor play. Although the staff occasionally take children to the local park, it is not sufficient to promote children's understanding of their world through outdoor learning.

Parents complete appropriate registration forms that show details of children's interests and needs when they first join the nursery. Parents are able to view their children's learning folders and staff give a brief verbal feedback when parents collect children. This enables parents to continue their children's experiences at home. Discussions with parents confirm that they are generally satisfied that their children are happy and learning to play with other children. However, for most children, it is early days since starting at the nursery so the system to involve parents is still in its early stages.

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

Not all children settle well which inhibits their feeling of safety and well-being. Despite parents completing information about children when starting at the nursery and systems

for staff to monitor children's first day and following weeks, some children show signs of distress. This is because staff fail to successfully bond with children and parents are not aware of the key person responsible for the well-being of their children. Although children's cultures and home languages are generally noted in their folders, staff do not use this information well to give children the support they need. For example, there is a lack of resources in the role-play areas and books for children to identify with, as well as learn about other languages and cultures.

The nursery staff promote children's physical health by encouraging them to follow basic hygiene procedures. Staff supervise children appropriately when using the toilet area. Children learn about the importance of clean hands and they enjoy brushing their teeth after eating. Healthy snacks and meals are available and children help themselves to water, which helps them to learn about what their body needs to keep healthy.

The children's playroom is spacious, clean and safe. Staff complete daily risk assessments of the building that help to ensure children are secure in the setting. Staff check the identification of visitors, and a secure intercom system enables staff to protect children from unwanted visitors. Staff also complete risk assessments for outings to promote children's safety. An outside play area is available, but at present is not in use because staff deem it is unsafe for children due to incomplete renovation work. This limits children in extending their physical skills and learning how to keep safe using more challenging activities and equipment outside. Staff encourage children to behave well, to share their toys and staff appropriately intervene when children have minor disagreements.

The nursery has plans as to how they will support children when they move to other settings, such as nurseries and school. Staff recognise the benefits of children being confident and independent before they leave the nursery. Although no children have yet left the nursery, staff demonstrate they intend to share summaries of progress with the children's next provision. This will enable new staff working with the children to have a sound understanding of what children can do.

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

This inspection took place as a result of a concern relating to the suitability of staff, staff deployment and their understanding of safeguarding children. The inspection found that although the provider has acknowledged weaknesses and has initiated a programme of change, at the time of the inspection this was not fully operational to support children's safety, learning and well-being. The provider failed to ensure the suitability of staff prior to opening the nursery. As a result, the initial manager and staff lack the knowledge and skills to support children's learning and development. Furthermore, the lack of effectiveness of key persons and their deployment means that the needs of all children are not being met. Although the manager, through recent training, now understands the procedure to protect children and the policy is now on display, members of staff have not been informed of their responsibilities in this area, which hinders children's safety. Furthermore, disorganisation of documentation means that errors occur. Staff do not

follow the correct procedures to give children medicines, which also has an impact on children's safety. The provider is therefore in breach of the requirements of the Early Years Foundation Stage and fails to meet the associated requirements of the Childcare Register. The provider has recruited a new manager with appropriate skills and experience, which means that the previous manager is now the deputy manager. However, at the time of the inspection the concerns remain.

Staff do not support children's learning and development well due to weak planning and assessment systems. Inaccurate monitoring of children's progress means that children are not making good enough progress. The present systems to monitor the effectiveness of staff and the setting overall are inadequate. This is because there is a lack of a practical induction programme for staff and insufficient on-going supervision and appraisals. However, once alerted to the concerns, the provider made changes which has started to improve the provision for children. A recent recruitment drive means that the provider has been able to employ a new manager. Plans for the purchase of more age appropriate toys and resources also demonstrate the provider's aims for the future. This positive vision to improve has just begun; however, systems are not yet embedded to ensure outcomes for children are secure.

The manager is shows an understanding of the need to forge appropriate links with parents and other professionals working with the children. The present good partnership with the local authority is supporting the nursery to move forward. Parents receive information about the nursery and policies, providing them with an understanding of procedures staff follow when caring for their children. Information on the notice board helps to keep parents informed about events, changes and the activities for children.

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 records are accurately maintained and any medicine administered to any child has a record of a parent's and/or guardian's consent (compulsory part of the Childcare Register)
- ensure that records are accurately maintained and any medicine administered to any child has a record of a parent's and/or guardian's consent (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

Unique reference number	EY457925
Local authority	Lambeth
Inspection number	968405
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	5
Name of provider	Calvary House Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	02086742111

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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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