

Shalom@Destiny Day Nursery

2 Cottage Green, LONDON, SE5 7ST

Inspection date

03/07/2014

Previous inspection date

25/03/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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	3

The quality and standards of the early years provision

This provision requires improvement

- Staff build secure relationships with the children, enabling them to feel secure and grow in confidence.
- Partnerships with parents are well supported, with good sharing of information to support children's individual needs.
- Children are given healthy meals, including fresh fruit to support their well-being.

It is not yet good because

- There is no named deputy in place to manage the provision in the absence of the manager.
- The process for observation, assessment and planning does not always provide for children's individual needs and interests through challenging opportunities.
- The monitoring systems in place are not sufficiently robust in identifying all weaknesses in the provision regarding planning, staffing and general provision.
- Children have fewer natural resources to enhance their curiosity.

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 staff interacting with the children.
- The inspector spoke to parents to obtain their views on the day of the inspection.
- The inspector reviewed documentation and children's learning journals.
- The inspector held discussions with the manager and viewed documentation including staff suitability checks.

Inspector

Jane Wakelen

Full report

Information about the setting

Shalom@Destiny Day Nursery is privately owned and opened in 2007. The nursery operates from two rooms in the annex of a church, which is situated in the Camberwell area in the London Borough of Southwark. There is no outside play area, so children and staff visit local parks within the area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Children attend for a variety of sessions, including before and after school provision for children attending local primary schools.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 25 children on roll in the early years age range. The nursery supports children who have English as an additional language. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery currently supports children who are learning English as an additional language. The nursery employs six members of staff, including the manager and the resident cook. Four staff members hold appropriate early years qualifications including the manager, who holds Early Years Professional Status.

What the setting needs to do to improve further

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

- ensure there is a named deputy who is capable and qualified to take charge in the manager's absence
- improve the observation, assessment and planning process to provide children with stimulating, challenging opportunities that extend their learning

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

- improve the self-evaluation and monitoring process to identify areas that need improvement including additional support for some staff
- provide daily opportunities for all children to explore and experiment with a range of natural resources to develop their imagination and curiosity.

Inspection judgements

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

Children are making satisfactory progress in their learning but staff do not always provide sufficient challenge to enable children to reach their fullest potential. The nursery operates from two rooms for children who are aged under and over three years old. Children play with a variety of resources that are accessible around the room, on tables and in play areas. However, staff do not always identify the learning that has taken place and consequently do not plan activities that extend children's learning through stimulating, challenging opportunities. For example, children who are aged under three years old make airplanes with tubes and coloured tissue in overly adult structured activities, preventing them from exploring a range of mediums and developing their own ideas. Staff carry out observations, but due to recent changes in staffing this has been inconsistent, resulting in learning journals that do not always contain up-to-date or accurate information. Parents are able to contribute to their child's learning through contact books or providing information for the learning journals, however. They also contribute to the progress check for two year olds that helps both staff and parents know if children are progressing as they should be.

Younger children move around different areas in their room, accessing the playdough and using different tools to cut, roll and shape. Staff provide support for the children, talking to them about the shapes they are making and encouraging them to become aware of changes to the dough whilst they play. They complete peg puzzles and tear tissue paper when sticking, demonstrating their increasing fine physical skills. Older children show good hand and eye coordination as they use scissors and hold pencils while creating their pictures. They complete jigsaw puzzles with skill and give attention to detail in the pictures. Large physical skills are promoted through regular outings to the local park, where children enjoying kicking a ball, running over the raised parts in the playground or weaving through the posts. However, direct outside play is restricted because of lack of access.

Most staff talk to the children consistently, discussing what they are doing or helping them understand how to complete a task. However, other staff are less consistent, using fewer new words to extend children's vocabulary, restricting opportunities to extend children's learning. Staff sing with the children on many occasions throughout the day, either singing nursery rhymes or playing group action games. Children know the words well, demonstrating the frequency with which they hear and join in with activities. Staff read stories to the children, showing them the pictures and talking about the characters, encouraging the older children to join in with repetitive phrases in the book. This helps children's increasing literacy.

Younger children move around their environment with confidence and interest but there are fewer natural resources to enhance their experience and exploration of different materials.,. Access to other resources such as construction toys provide opportunities for the children to solve problems, balance and create designs, however, with some support from the staff. All children enjoy the opportunities to use the computer and toys that provide cause and effect. For example, young children enjoy pressing the buttons on the till and watching the numbers change. Older children play games on the computer, operating the mouse to move the programme forward.

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

A key person system is in place that generally works well for children in building secure relationships. However, due to recent staff changes, some children have had to change key person and this has disrupted the information sharing in their learning journals. The majority of children are confident individuals who build relationships with each other and are able to share and take turns with the toys. They are independent learners, making choices about activities and informing staff of their needs. Children behave well and understand the boundaries in place. Staff praise the children with hand clapping for reward, supporting children's self-esteem and confidence.

Staff understand the importance of promoting a healthy lifestyle and provide a balanced diet with healthy options. Most children eat well as they sit with their peers, and develop independence, dishing up their own portions for dinner. Children help themselves to drinks throughout the session. Staff follow effective hygiene routines overall, generally reminding children about using soap when washing their hands. Outdoor play is offered most days with a walk to the local parks. There is no direct access to a safe place for children to play at the setting, however and this hinders some opportunities to play with large moveable resources.

Children play in a safe environment because staff show a sound understanding about hazards within the environment. Staff remind children how to keep themselves safe, such as not walking around with the scissors. Children learn about keeping safe on their walk to the park, holding hands or holding onto the buggy. The younger children wear restraints or sit in the buggy with staff talking to all children about staying near the wall and near to the member of staff. They learn how to cross the road safely, waiting for the green man before crossing the road. Daily check lists are completed to ensure the environment is safe in addition to basic overall risk assessments.

Children play with a range of resources in both rooms, with more being accessible in the three to five year old room, for free selection. Staff put out activities each day and provide additional resources for children on request. However, activities for all children do not always meet children's individual needs or interests and result in children not always maintaining their concentration or fully engaging in activities. Staff understand the necessary skills children require for school, such as developing personal self-care. They encourage children to be independent using the toilet, washing hands and being able to change their shoes. Children have access to mark making materials daily and learn how to sit in small and large group activities developing their concentration, such as story time. Children can recognise their name, with some children beginning to form the letters of their name with control.

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

The inspection was carried out following a concern received on 25 June 2014 regarding the nursery's suitability checks on staff and un-vetted staff left alone with children. The

inspection found that managers have a satisfactory understanding of the safeguarding and welfare and learning and development requirements. However, there are areas of inconsistency in practice that have been exacerbated by staff changes and the departure of a deputy at the nursery. This has resulted in some breaches to requirements.

Safeguarding is secure within the nursery. All staff show an understanding about keeping children safe and are confident with the procedures to follow should they have concerns about children in their care. Staff who are waiting for checks to clear are not left alone with the children. Staff implement the written safeguarding policy and ensure this is made available to parents. The owner has effective procedures in place, overall for staff recruitment, taking up the necessary checks. However, there is currently no system in place to ensure there is a designated deputy who can manage the setting when the manager is absent. This is a breach of requirement. The manager carries out regular supervisions and appraisals for all staff, but information is not always recorded to ensure improvement to staff knowledge is consistent

The manager understands her role and responsibilities overall about providing a secure, safe environment for children to play and learn. However, although she carries out a self-evaluation, this is not sufficiently robust to identify all areas that need improvement. Consequently, there are fewer opportunities for children to reach their full potential given their starting points. Weaknesses have occurred because there have been staff changes that have affected the consistency of observations and assessments of children's progress. This makes it difficult for staff to see any gaps children may have in their learning and to provide activities to redress this shortfall.

The manager understands the importance of working with outside agencies, and other professionals and providers, to meet children's individual needs. For example, teachers from the local schools are invited into the setting to meet the children before they go to school. Agencies such as the specialist teaching service and speech and language therapists are invited in when necessary, to provide targeted support for individual children. Parents are fully involved to provide consistency of learning and care between the home and setting. Regular reports are shared between the parents, the nursery and professionals providing a good overall written record of progress.

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	EY346848
Local authority	Southwark
Inspection number	980106
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	25
Name of provider	Oluyemisi Iyabode Ekagha
Date of previous inspection	25/03/2013
Telephone number	0207 708 3777

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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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