

# Storm Family Centre Limited

253 Battersea Park Road, London, SW11 4LF

## Inspection date

Previous inspection date

17/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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

- Children are happy and settled because they have warm relationships with staff.
- Staff manage children's behaviour well because they have clear expectations which children understand.
- Management help to keep children safe by vetting staff well for their roles and by carrying out regular risk assessments.
- Staff work collaboratively with parents by keeping them informed of their children's progress and by providing opportunities for parents to contribute to their learning.

### It is not yet good because

- Staff do not consistently link younger children's next steps for learning to planning so their needs are not met precisely.
- While management has an inclusion policy, there is no named special educational needs coordinator to take the lead in providing support to children with special educational needs and/or disabilities.
- Staff have not fully developed links with local schools to support children in preparation for their eventual move to school.
- Staff do not carry out robust evaluation of the nursery so that accurate key priorities for development are identified 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 carried out a joint observation with the manager of an adult-led activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to parents, staff and children and took their views into consideration.

## Inspector

Jennifer Beckles

## Full report

### Information about the setting

Storm Family Centre Limited registered in 2014 and is owned by a registered charity. It operates from two rooms within a residential housing block. It is situated in Battersea in the London Borough of Wandsworth. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6.30pm, term time only. There is a team of five staff all of whom hold appropriate qualifications in early years. This includes three staff, including the manager, who hold qualifications at level 3 and two staff who hold qualifications at level 2. The nursery receives funding for the provision of free early education for children aged two and three years. The nursery supports children who learn English as an additional language. There are currently 12 children in the early years range on roll.

### What the setting needs to do to improve further

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

- ensure that there is an appropriately trained and named special educational needs coordinator to take the lead in providing support for children with special educational needs and/or disabilities
- ensure that planning is consistently linked to children's next steps for learning, particularly younger children, so that their needs are met more precisely.

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

- develop evaluation of the nursery further so that accurate goals for improvement are identified
- establish links with local schools more fully to support children who move to school.

## Inspection judgements

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

Overall, children make sufficient progress in this lively nursery. Staff plan a variety of activities that are linked to children's interests and cover all areas of learning. While this results in children enjoying activities, tasks for younger children are not always moderated to suit their needs. This is because staff do not consistently ensure that assessment information is used effectively in planning. Staff provide labelled, accessible resources

which children freely use to create their own play and this encourages their independence. Staff add structure to children's learning by providing some adult-led activities to challenge children in different ways and to incorporate different areas of learning.

Staff taught children about food technology as they made cakes. Children practised their mixing skills as they added different food ingredients to the mixture. Staff taught the children to take turns and encouraged them to observe the changing texture but did not consider the differing abilities of children in their planning. Consequently, some aspects of the task were difficult for younger children, such as holding a large wooden spoon to stir a thick mixture. This led to some frustration and staff offered to help children to mix the ingredients instead. Staff talk to children as they build designs with construction sets. They talk to children about their constructions, and teach them mathematical vocabulary, such as 'longer' and 'shorter than'. This supports children's mathematical understanding and language development.

Staff read stories to children in lively tones and children interact with the story by asking questions and by making spontaneous comments. Staff sing action songs and rhymes with children who follow the actions and learn about words that sound the same. These activities support children's communication and language development further. Staff enabled children to experience and use technology by playing interactive colour name games on a large whiteboard. While this was successful in helping older children to operate technology, younger children found the task challenging, became confused, and required a lot of support to participate. This has an impact on their learning experiences and achievements. Staff teach children to recognise their names by placing name cards on their pegs. This supports their literacy skills. Overall, children learn some essential skills for later use in school.

Although the nursery does not have a garden of its own, staff take children to a nearby play area where children learn to climb, balance, run and move in different ways across frames. Staff used nursery resources such as streamers to encourage children to make large shapes in the air using arm movements. Overall, children develop a sound range of physical skills.

Staff enable parents of children who learn English as an additional language to contribute to their children's learning by providing key words in children's home languages. Staff learn these key words and use objects and stories to support children's communication and language skills. This helps children to be understood and to feel valued. Staff send story books home so that parents can read with their children and this also supports parental involvement. Staff keep parents informed of their children's progress by recording care and learning activities in daily communication books that they share with parents. They provide regular parents' meetings where staff discuss children's development. Staff share progress checks completed on children aged two years with parents and provide them with written summaries. This enables them to be involved in their children's learning and development.

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

Children settle happily and have warm relationships with staff which supports their well-being. Staff provide activities that children enjoy because they find out about children's interests and personalities when they first arrive at the nursery. Children feel secure because they are aware of the nursery routines which meet their needs appropriately.

The nursery is clean and bright and has a cheerful atmosphere. Staff teach children how to be safe by encouraging them to sit down when eating and to help tidy away toys to prevent tripping hazards. They talk to children about road safety so that they behave sensibly while out on trips. Children get daily fresh air and physical exercise because staff take them to the nearby play area each day where they practise a range of skills. This helps children to develop healthy habits.

Staff encourage children to be independent by providing opportunities for them to help prepare fruit snacks. Children select fruit and eat snacks and meals independently. Staff store children's packed lunches in suitable conditions and cater for special dietary needs. Children use the bathroom independently to wash their hands at appropriate times so they develop useful personal care skills. Staff support children to put on outer clothing, such as high visibility jackets before they go on outings. Nappies are changed in comfortable, clean areas which supports children's well-being.

Staff manage children's behaviour in effective ways. They have clear expectations which they share with children by gently reminding them during group story time. They talk to children gently to explain why certain behaviour is not acceptable so they learn about boundaries and expectations. Staff use praise to motivate children to behave in positive ways. As a result, children behave well. Staff teach children to understand and accept diversity because they celebrate and discuss special events, such as Chinese new year. Staff have begun to find out about local schools but links with schools are not fully developed to support children in readiness for their eventual move to school.

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

While management has understanding of its role and responsibilities in relation to the requirements of the Early Years Foundation Stage framework, this is not always implemented consistently. For example, although there is a special needs policy, there is no special educational needs coordinator to take the lead in supporting children with special educational needs and/or disabilities. This is a breach of requirements.

The nursery is secure and there are suitable measures in place to prevent intruder access, such as locks on the main door and the use of a visitors' book to detail everyone who visits. Management carries out a series of background checks on staff and this helps to ensure their suitability for their roles in working with the children. These measures help to keep children protected from harm. Staff know procedures to follow should they be concerned about a child's welfare, including contacting the safeguarding lead to report child protection concerns. All staff receive the nursery's policies and procedures when they

start at the nursery and attend safeguarding training. This helps them know how to keep children safe.

Management has some systems in place to monitor the quality of the provision. For instance, the manager spends time observing staff practice in the group rooms and provides feedback to staff to help improve practice. She supervises staff and areas of support are identified so that training or mentoring can be offered. Staff receive yearly appraisals to help identify training needs to support them to improve their practice. For example, staff attended a course on ways to support children who learn English as an additional language which led to staff using object and books to help children's communication skills.

Staff have a range of effective partnerships to support children's learning. They work closely with the local children's centre where parents have access to a range of their family services. Staff have good links with local businesses, such as supermarkets who donate fresh fruit and water for the children. Staff work in partnership with parents by keeping them informed about their children's progress. They provide sound opportunities for parents to take part in children's learning by suggesting ideas for them to do at home.

Management provides some reflection on the nursery and has identified some areas for improvement. For instance, it plans to obtain more outdoor resources that they can take to the local play area for children to have a greater range of physical experiences. However, this evaluation is not robust and does not reflect the nursery's strengths and weaknesses accurately. Nevertheless the nursery operates satisfactorily and has sufficient capacity to improve future outcomes for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY474529
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	951185
<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>	20
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Storm Family Centre Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02074980311

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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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