

Sypat Ltd T/A Cherish Day Nursery

THE GROVE CENTRE CHURCH, 2 Jews Walk, London, SE26 6PL

Inspection date

Previous inspection date

17/07/2014

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 appropriate leadership arrangements means that staff are not recruited by, or supervised by, a provider who has been deemed suitable by Ofsted.
- Staff do not adequately support children whose home language is not English to take part in activities in the nursery and do not provide sufficient opportunities for children to learn English.
- Key person arrangements are not effective in ensuring that children's individual needs are met.
- There is high level of adult direction in the routines and activities, which restricts children's opportunities to develop independence through making choices and decisions.
- The presentation of the environment and resources is not fully successful in engaging children's interests and does not celebrate their own creativity.
- There is inconsistency in the provision for children's physical development resulting in a lack of challenge for older children.

It has the following strengths

- Staff teach children the importance of following healthy lifestyles.

- Many children enjoy listening to stories read by staff and actively contribute their ideas, developing their vocabulary.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas of the nursery.
- The inspector spoke with the manager, staff, parents and children during the inspection.
- The inspector observed the interaction of the staff and children during a range of activities.
- The inspector undertook a joint observation alongside the manager.
- The inspector viewed a selection of documents including children's developmental records.

Inspector

Liz Caluori

Full report

Information about the setting

Sypat Ltd T/A Cherish Day Nursery registered in 2014. It operates from a converted building within the Grove Centre Church in Sydenham, in the London Borough of Lewisham. There is a pre-school room on the ground floor and baby unit on the first floor which is accessed by stairs. There is an enclosed outdoor play area and another shared garden. The nursery is open each weekday from 8am until 6pm for 51 weeks a year. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are seven staff who work at the nursery including the manager, all of whom hold appropriate early years qualifications. Of these, five have relevant childcare qualifications to level 3, and three have qualifications to level 2. The nursery receives funding for the provision of free early education for children aged two, three and four.

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 a clearly identified and effective leadership and management structure which is understood by all staff and which is headed by a provider whose suitability has been assessed by Ofsted
- ensure that children whose home language is not English receive support to learn English and are not excluded from activities because they are not able to express their wishes
- ensure that key-person arrangements help ensure that every child's learning and care are tailored to meet their individual needs.

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

- review the organisation of routines and activities to make sure that children receive encouragement to become independent learners
- more fully celebrate children's own ideas in the nursery and enhance the presentation of resources to encourage children to select items for themselves
- extend the support for children's physical development to offer greater challenge for older children.

Inspection judgements

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

Staff provide activities which cover all areas of learning however there are weakness in the delivery of the educational programmes. These generally arise from issues relating to the organisation of the day and ineffective key-person arrangements. Staff undertake observations of each child and use these to plan activities to support their future learning. They share this information regularly with parents and encourage them to contribute observations from home. There is a lack of precision in some assessments but this is an area the manager is developing. As a result, there is inconsistency in the rate that children progress. The manager has appropriate arrangements to complete the required progress check for two-year-old children. Staff demonstrate an adequate knowledge of how to promote children's learning. However, the busy organisation of the day means that they spend a lot of time completing domestic tasks and less time engaged in teaching children.

Staff generally use suitable strategies to promote most children's communication and language. Those working with the youngest children use a lot of naming words to extend their vocabulary. Those working with older children ask appropriate questions, but sometimes do not wait long enough before offering children possible answers. There are, however, significant weaknesses in the support for children who speak English as an additional language. The manager is clear on the support that she would like children to receive but this is not taking place. Staff fail to engage effectively with some children who have little or no English. They speak to them in English without making eye contact or checking that the child understands. As a result, there are long periods of time when these children are excluded from any activities because they are unable to make their wishes known. Staff are not prompt to notice when children are not engaged or are unhappy, and when they do notice they do not take prompt or effective action. This highlights substantial weaknesses in the key-person arrangements. It causes distress to the children and does nothing to promote their self-esteem. The manager takes lead responsibility for coordinating the care of children with special educational needs and/or disabilities. She understands the responsibilities of her role and has acceptable arrangements in place.

Children receive little encouragement or opportunities to explore their environment and choose the games they want to play. As a result, they are not all very motivated or enthusiastic learners. The routine of the day is extremely adult led with staff changing activities frequently. The length of time children spend outside is dictated by staff rather than responding to children's levels of interest. In addition, staff do not use the space and opportunities available in the larger of the two outdoor areas to promote children's physical skills. As a result, there is a lack of challenge for older, more coordinated children.

There are some strengths in the delivery of activities. Many children enjoy shared reading experiences with staff and contribute well, predicting what happens next. This helps to develop their vocabulary. During these times, staff are successful in engaging children's interest and promote their literacy development. There is also a range of appropriate equipment in place for children in the baby room to develop their crawling, climbing and

walking skills.

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

The key-person arrangements in the nursery are ineffective in some cases. There is significant inconsistency in the level of attention that children receive. Consequently, some children are not forming secure bonds with their carer. In addition, personal care tasks such as nappy changing are done on a rota basis rather than being a positive shared experience between a child and their key person.

Children generally behave well and many play happily with their friends. Staff offer praise and positive reinforcement where appropriate. However, there are several times when staff change the activities, and children have to wait or queue up. For example, they have to wait until they are all ready before going outside, they queue to come back in, and some have to wait a long time for snacks and meals. As a result, some children become unsettled and disruptive. This does not fully support them to learn how to manage their own behaviour. The organisation of mealtimes provides children with an opportunity to serve themselves, but other than this, does not promote their social skills. Staff do not routinely sit with children to encourage discussion while they eat. In addition, because they all sit down with their food at different times, children do not interact very much between themselves.

There are strengths in the arrangements to teach children how to follow healthy lifestyles. They receive nutritious snacks and meals that reflect their individual dietary requirements. There are drinks available for them to reach at all times. Staff teach children how to reduce the risk of cross-infection by washing their hands before eating and after using the toilet. Staff also ensure that children have suncream applied and hats on before playing outside on sunny days. This helps children to learn how to keep themselves safe.

Overall, children play with an adequate range of toys and resources, although older children do not receive a great deal of encouragement to select items independently. There are several wall displays in each group room but these tend to feature work completed as part of adult-directed activities. This does not promote children's self-esteem by recognising or celebrating their own creative ideas.

Satisfactory arrangements exist to prepare children for their move to school. Staff work with parents to ensure that children feel ready, for example by talking positively about school life. They also aim to ensure that children are able to complete practical tasks such as dressing and undressing independently.

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

The leadership of the nursery is inadequate. The individual known and interviewed by Ofsted as the provider does not have any day-to-day involvement in the setting and does

not maintain any relationship with the manager. There are two individuals, unknown to Ofsted, who the manager and staff team consider to be owners. They take a leadership role in the nursery and this includes conducting staff supervisions and recruiting new staff. There is evidence to indicate that both have completed Disclosure and Barring Service checks but the provider has not notified Ofsted of their involvement in the nursery and it is a requirement to do so. As a result, it is not possible to determine whether they have the appropriate skills or experience for these tasks. This creates a confusing leadership and management structure within the nursery that contributes to the weaknesses in the quality of teaching.

The manager is the named safeguarding officer within the nursery. She understands her responsibility to protect children and has attended appropriate training. She is aware of the process to follow should concerns arise about the welfare of any child. The manager also understands the procedure for responding to an allegation against staff. There are appropriate written safeguarding policies for staff to refer to and the contact details of the relevant professionals within the local authority safeguarding team are held in the office. There is also clear written information, displayed in the entrance hall, which advises parents of the arrangements in place.

The manager is beginning to monitor the success of educational programmes by scrutinising each child's individual progress records. This process is new and is evolving in line with the assessment and planning systems and so is not currently having any noticeable impact. The manager has also begun, but not completed, a process of self-evaluation to highlight the strengths of the provision and areas for improvement. However, so far this has not been effective in helping to identify the weaknesses found during this inspection.

Children benefit from observing the friendly exchanges between their parents and the staff. The parents spoken to during the inspection are very happy with the service they receive. Effective arrangements are in place to share information with any other childcare settings attended by the children in order to promote consistency.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the registered person has the skills for their role and uses these to lead the provision
- ensure that the childcare is inclusive and that children are not treated less favourably by reason of their home language.

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	EY472011
Local authority	Lewisham
Inspection number	956540
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	38
Name of provider	Sypat Ltd
Date of previous inspection	not applicable
Telephone number	07815799662

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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