

# Strong Tower Day Nursery

26 Admiralty Close, Lewisham, LONDON, SE8 4SS

## 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 provider is unable to demonstrate that all staff working at the nursery are suitably vetted. There is no named deputy to take over in the manager's absence. Training and staff knowledge of safeguarding are poor.
- The provider has not developed effective systems to monitor the way in which staff work with children and, therefore has not identified that the quality of some teaching is poor.
- Not all records are available for inspection, and the provider does not have an accurate view of how well the nursery is doing.
- Children and parents do not have access to a robust key-person system. Consequently, young children have limited opportunities to form close attachments, and parents are not supported to help their children to learn at home.
- Staff do not provide the youngest children with activities that promote the prime areas of learning and encourage them to be active learners. They fail to provide accurate assessments to share with parents, including when children are between the age of two and three.
- Staff do not plan effectively to support all areas of learning, because they do not observe children to know what they need to learn next to make good progress, and there is no effective system to support children with additional needs.

### It has the following strengths

- Older children in the nursery sometimes engage in purposeful play.

### 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, and the way that staff work with them, in the nursery and the garden.
- The inspector had discussions with the manager and members of staff. She undertook a joint observation with the manager.
- During the inspection, the inspector sampled a range of documents that included staff records, policies and procedures, planning, and children's observations and assessment records.
- The inspector took into account the views of parents spoken to during the inspection.

### Inspector

Teresa Kiely

## **Full report**

### **Information about the setting**

Strong Tower Day Nursery registered in 2013. It is privately owned and operates from the ground floor of a building in a housing estate in the London Borough of Lewisham. There are three large playrooms and an outside play area. There are parking facilities outside and public transport links are nearby. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free nursery education for two-, three- and four-year-old children. The nursery is open each weekday from 7am to 7pm all year round, apart from bank holidays. There are currently 20 children in the early years age range on roll, including those with special educational needs and/or disabilities and those who speak English as an additional language. There are ten members of staff, nine of whom hold qualifications in early years education. One member of staff has Early Years Professional Status. The manager/owner holds a degree in Childhood Studies.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue the provider with a welfare requirements notice that requires them to:

ensure that robust vetting and recruitment procedures are in place and followed for all members of staff to ensure their suitability to work with children

provide and implement an effective safeguarding policy that includes the procedures to follow in the event of an allegation being made against any member of staff, and the use of mobile phones in the setting

ensure all staff have an up-to-date knowledge of safeguarding and can implement the safeguarding policy and procedures

ensure that the designated child protection lead receives training in child protection

provide information to parents/carers on how the Early Years Foundation Stage is being delivered in the setting, how parents and/or carers can access information, the range and type of activities and experiences provided for children, the daily routines of the setting and how parents and carers can share learning at home.

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

- ensure staff have adequate training and supervision to monitor the effectiveness of teaching, and ensure weaknesses are identified and staff are helped to improve their practice
- ensure that there is always a suitably qualified and experienced deputy who can take over in the manager's absence
- ensure children who are learning English as an additional language, and those with special educational needs and/or disabilities have an effective programme of support that helps them to make progress in their learning
- ensure the role of the key person supports children's learning, development and emotional attachments and inform parents of their child's key person or any changes to this due to staff absence
- ensure the quality of teaching is consistent across the nursery in order to promote all areas of children's learning, giving priority to their personal, social and emotional development, language skills, and physical development

- provide resources and interactions that help the youngest children to become enthusiastic and interested in their learning
- use observations of children to track and monitor the progress that they are making in their learning to effectively plan for what children need to learn next
- provide an accurate progress check for children aged two which successfully identifies young children's strengths and areas for development
- provide opportunities for children to learn about diversity
- maintain records, policies and procedures so that they are accessible at all times.

## Inspection judgements

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

Staff do not provide children with activities that match their learning needs or stages of development. Children's development, particularly in language and social and emotional skills, is limited because of this. Staff do not plan engaging or challenging experiences to promote children's development. Staff tend to supervise children rather than engaging in planned play with them.

In the baby room, some children are encouraged to walk and move around the room using baby walkers, or by pushing larger toys. They have some opportunities for outdoor play in the garden area, and this also develops their physical skills. However, they spend too much time sitting in baby bouncers where they lack stimulation or adult attention. Staff do not carefully plan activities or consider the resources to match the learning needs of very young children. For example, babies around the age of one year were encouraged to write with a member of staff. The paper and pencils they used were too small to provide either a sensory or a physical experience for the children. Some children are already showing a lack of enthusiasm for learning because they are left in bouncers rather than being encouraged to engage in active learning. Staff do not effectively develop children's language skills. Although they talk kindly with children, they do not teach children to maintain eye contact and do not encourage language skills to enable them to communicate well.

Staff caring for older children provide a wider range of resources and activities. Sometimes children engage in planned and purposeful play that helps them to take positive steps in their learning. For example, they washed dolls in warm soapy water, and spooned porridge into containers to make pretend food. Staff have some knowledge of how to support children's play, and show them what to do to play well together. However, they do not effectively model language or help children to extend their vocabularies. When

choosing books, the staff do not consider the learning needs of all the children in the group and adapt the activity accordingly. Consequently, the youngest children find the book too difficult to understand. The oldest children do not find it interesting or challenging. Therefore, few children gain from this experience, owing to the poor quality of teaching.

Staff observe what children can do, but do not use these observations to plan activities that will enable children to take the next steps in their learning. There is no effective system to track children's progress from the outset. Planning is ineffective because it is not matched to what children need to learn next. The progress check for two-year-olds is not an accurate reflection of children's achievements. Staff do not plan specifically for children with special educational needs and/or disabilities to help them to learn given their starting points. Children who speak English as an additional language do not have an educational programme that will enable them to learn English well. Staff do not promote use activities and resources that provide positive images of diversity to help children understand difference. Parents say that their children are happy in the setting. However, staff do not provide parents with information about their children's achievements and progress that will help them to continue with learning at home. Consequently, staff do not prepare children well enough for their next stage of learning.

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

The quality of the key-person system is poor. Staff absence has weakened its effectiveness. Information to parents on the key-person system is ineffective. Parents are not always aware of their children's key person, and information in the setting is not fully in place.

The impact of the lack of key person is seen in the lack of children's development in the most important areas of learning. Children's personal, social and emotional development is not well developed because adults do not assess what children can do, or plan to nurture and foster development further. Babies do not always have the support of one special adult when they are tired or frustrated, to ensure their emotional security. They spend too much time on their own, and do not spend enough time with their key person in one-to-one or small-group play to develop self-confidence and self-awareness. Older children who attend the nursery infrequently, neither have a key person nor planned support. Key persons do not have enough information about children's first languages, likes and dislikes, or home learning to support them effectively when they are at the nursery. This means staff do not meet children's individual needs, or work effectively with parents.

Some staff are aware of the need to support children's emotional needs, and offer them comfort and support when they are upset. When they change children's nappies, they sing to them and support them during this procedure. Children spend time outside engaged in physical play, and enjoy this activity. The inside rooms are large and enable children to move around freely. Children have a healthy diet, with nutritional food cooked on site. Lunchtime routines enable children to eat together. However, older children are not encouraged to be independent. Staff serve children their food and remove their plates for

them, rather than encouraging children to do this for themselves. Some staff help younger children to feed themselves, and babies are supported in eating food. However, staff do not use this time to promote children's social skills. They often sit behind children, rather than with children to encourage them to talk socially together.

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

Leadership and management are inadequate. The inspection took place following information received that raised concerns about safeguarding policies and practice. Ofsted visited and issued notices to improve the safeguarding policies and procedures. They also required the provider to ensure that the designated lead practitioner responsible for safeguarding children in the setting has attended a relevant child protection training. The provider was required to ensure all staff understand and can implement the safeguarding policy and procedures. In addition, the provider was asked to provide information to the parents and carers on how the Early Years Foundation Stage is being delivered in the setting. This includes what children do, their learning experiences and their daily routines. This inspection found that safeguarding procedures have not been fully implemented. The provider has not ensured that all staff have an up-to-date knowledge of safeguarding procedures. Staff are not clear about signs and symptoms that would cause them concern and do not know the procedures to follow. Some staff state they were 'too tired' to attend external training, and others cannot recall attending in-house training. Consequently, staff, including the designated lead practitioner responsible for safeguarding children, are not fully trained in safeguarding. The safeguarding policy and procedures are neither fully in place nor fully implemented. For example, although the policy states 'zero tolerance' for use of mobile phones, notices for parents only 'strongly recommend' that mobile phones are not used. The provider is unable to provide evidence that statutory recruitment and vetting procedures are implemented to ensure all staff are suitable to work with children. The Childcare Register requirements are not met. Staff provide parents with limited information about children's learning and development. Staff are unclear about where children are in their development, so any verbal information exchanged is not accurate. Parents do not know their child's key person. They do not receive a written report of their children's progress at age two years.

The provider knows that the provision in the nursery is not good enough, and that staff are not fully meeting children's learning needs. However, she does not have a secure understanding of what constitutes good learning. The provider has recently secured additional support to help with improvements. However, this has not yet made a difference to the quality of children's learning. For example, staff are producing ineffective assessments, when children are two years old, and this has not been identified by the provider. Although some staff have now had their practice monitored and evaluated, the provision is still inadequate. The provider does not have an effective evaluation of what the nursery needs to do to secure improvements and how to achieve continuous improvements.

The training for staff is poorly managed. Staff report that they have not been on training

that has been identified for them by the provider. The provider does not follow monitor staff to find out why they have not attended planned training courses. Staff meetings are said to occur regularly but the leadership has not shown how these impact on the quality of the provision. The provider does not effectively support staff to identify children's learning needs, track their progress, and work with parents to further support home learning. The baby room does not provide a stimulating learning space for babies.

The key-person system is not monitored effectively. Although staff do care for young children, leaders have not developed this to ensure that staff prioritise children's personal, social and emotional development. The provider does not have effective systems to meet the learning needs of children with special educational needs and/or disabilities, and those who speak English as an additional language.

Management systems in the nursery are chaotic. Paperwork is not readily available for inspection. The provider is unaware that systems to inform parents of their children's daily nursery experience are no longer in place. The provider has not developed an effective system to ensure that there is always a named deputy who can take charge when the manager is absent from the nursery. The safeguarding and welfare, and learning and development requirements are not met.

### 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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (compulsory part of the Childcare Register)
- ensure parents are provided with information available about the activities the children will undertake (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the



protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)

- ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (compulsory part of the Childcare Register)
- ensure parents are provided with information available about the activities the children will undertake (compulsory 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

<b>Unique reference number</b>	EY463095
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	960656
<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>	56
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Taiwo Omotola Bamgbele
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 691 9135 or 07535706323

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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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