

Strawberry Babybubs Nursery

St. James's Church Courtyard, 28 St. James's Road, LONDON, SE16 4QJ

Inspection date

15/12/2014

Previous inspection date

07/07/2014

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

4

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 key-person system is not effective in helping children to feel settled and secure.
- Staff who have not been cleared by the vetting system are given responsibilities to change nappies unsupervised. This means children's welfare cannot be assured.
- Not all staff have a sound understanding of their responsibilities to safeguard children. In addition, documentation lacks information about staff attendance and deployment, and policies lack required details that staff must observe to keep children safe.
- The management's system to monitor the quality of teaching and track the progress of all children is weak, particularly with regard to completing progress checks for two-year-olds.
- Although outside play is part of the written daily routine, staff do not ensure babies have regular opportunities to spend time outdoors. There are few opportunities for babies and toddlers to engage in sensory and messy play activities to support their emotional and physical development.

It has the following strengths

- Children play in a bright, welcoming and clean environment.

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 observed children's play and staff interactions indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector looked at documentation including a sample of children's records and staff suitability documents.
- The inspector held discussions with staff and parents.

Inspector

Gill Cubitt

Full report

Information about the setting

Strawberry Babybubs Nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently, there are 17 children on roll in the early years age group. The nursery is privately owned; it registered in 2013 and opened in 2014. It operates from two rooms in purpose-built ground floor premises in the Bermondsey area in the London Borough of Southwark. Children have access to an outside play area. The nursery is open Monday to Friday from 7.30am to 6pm, all year round except bank holidays. It also offers a school holiday club for siblings of children who attend the nursery that are under eight-years-old, according to demand. There is a team of six staff, including the owners, of whom one is the manager. Four staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure the key-person system is tailored to meet children's individual needs, with particular regard to supporting the emotional well-being of younger children
- ensure that staff are not left in sole charge of children where their suitability has not been established through the completion of a Disclosure and Barring Service check
- maintain records to ensure the safe and efficient management of the setting and ensure the children's needs are met, with particular regard to records of staff attendance and deployment
- develop the method of tracking children's development to clearly show their progress, including completing the formal assessment for the progress check for two-year-old children and share the summaries from these with parents
- ensure all staff fully understand their roles and responsibilities to safeguard children and update the safeguarding policy in line with the guidance and procedures of the Local Safeguarding Children Board (LSCB) and include procedures for the use of mobile phones and cameras
- implement effective monitoring of the quality of the educational programmes and learning experiences for children to ensure that all children make good progress
- plan more effectively to ensure all children benefit from outdoor play experiences.

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

- create a wider programme of sensory activities appropriate for babies and toddlers to support their play and exploration.

Inspection judgements

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

Children's learning and development is not fully supported. Staff do not organise the day well when there are changes to the routines, such as a visit from Father Christmas on the day of the inspection. As a result, children of differing ages occupied one room. This confused the very youngest of children and many were unsettled and upset. This means

that staff had little time to support the needs and learning of other children. Therefore, some children had to occupy themselves and staff were unable to engage them in purposeful play.

Babies and toddlers moved around their room and helped themselves to a wide range of brightly coloured resources. They pushed small cars, rolled balls and explored some interactive musical resources. This supports children's small physical skills and understanding of the world as they find out about how things work and move. However, staff do not plan regular opportunities for these young children to engage in messy and sensory play experiences, which does not fully support their exploration and physical and emotional development

Staff make some observations of children to help them assess and plan for children's learning. They note the number of observations they complete for individual children. However, this is a new system that staff are still in the process of understanding and recording the details on the children's records. As a result, some children's records are incomplete and not all staff understand children's next steps in learning sufficiently. This creates a difficulty in tracking children's learning to clearly show the progress they make. Although staff have started to complete the progress check for two-year-old children they have not completed this for all children under the age of three. As a result, there is a lack of continuity in the learning programmes for all children. This means that staff overlook the capabilities of more able children and they are not rigorously checking for any gaps in children's learning where they need extra support. As a result, children are not making sufficient progress to be well prepared for the next stage in their learning.

Some staff show positive interaction with children, for example, during story time before lunch. This increases their interest in books. Some children were able to write Christmas cards. Children chose their card and learnt how to sharpen their pencils so they could draw attractive pictures and practise their writing. Children counted and repeated the names of shapes, reinforcing some early mathematical awareness. Staff also engaged children in talking and gaining some identification of sounds, helping their communication, language and literacy skills. On the day of the inspection, the older children welcomed the opportunity to play outside in the late afternoon. They practised physical skills by climbing on apparatus and carefully used the ladle to scoop the rain water from a container.

Parents are kept suitably informed about how children have been during the day through informal discussion at handover times. Parents comment on the warm friendliness of the staff who are helpful and flexible in the care they provide. Parents are just beginning to receive feedback sessions about their children's learning which enables them to support their child's continued learning at home.

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

The key-person approach is not effective to meet children's needs, which affects children's behaviour. Staff are unable to provide consistent support as at times too many children are upset. This does not help them to form secure attachments with adults who

understand their needs. Nevertheless, staff are caring and provide children with cuddles to reassure them. However, when all the children are cared for together, there is sometimes a chaotic atmosphere in the playroom because staff struggle to manage all the children's individual needs. This is unsettling for young children in particular and makes them feel insecure.

Staff and the manager are mindful of children's safety. They complete an overview of possible risks inside and a more in-depth risk assessment for outside play to minimise hazards. The effective security systems and procedures followed by staff make sure that no unauthorised person can enter premises, which helps to keep children safe. Clear evacuation procedures are displayed and practised, with staff providing children with some understanding of what to do in emergency situations. However, not all staff working with the children have a thorough understanding of their roles and responsibilities to safeguard children's welfare. This is because the nursery's safeguarding policies and procedures lack current information to ensure staff understand the procedures to follow if they should have a concern about a child. This places children at risk.

Selections of clean, good quality resources are stored in low units. This enables children to make some independent choices about their play. Staff stay close by as young children explore the low climbing apparatus and see-saw, helping them gain confidence in developing new skills. Children enjoy helping staff to tidy up before meals which supports their understanding of their safety.

Children's health is supported appropriately. They enjoy freshly cooked meals and have access to water throughout the day which supports their health. Older children develop skills in setting out the table for their meal and they serve themselves. This helps them to develop some key skills for when they move to school. The nursery has appropriate routines for children to rest after their lunch. Children normally have daily use of the nursery garden, providing them with regular fresh air and exercise. Older children learn how to put on their hats, coats and shoes before going outside. However, the youngest children do not always benefit from outside play to support their good health and well-being.

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

This inspection was brought forward following a monitoring visit and a further concern that was received by Ofsted. The inspection found that the managers have been working to meet the actions from the previous inspection, although currently these have only been partially met. There remains significant gaps in the provider's current service that undermine children's safety and well-being. For example, staff who have not been vetted are, at times, left unsupervised in charge of children. This is a breach of requirements to protect children's safety. Also, the documentation to keep children safe lacks detail, as it does not show what staff are present and their deployment during the day. Policies are not effective in ensuring staff fully understand their role and responsibilities to protect children. For example, the safeguarding policy does not include the use of mobile phones

and cameras. Also, it lacks essential details to support staff in knowing about the Local Safeguarding Children Board procedures. Although the key-person system is now in place it is not effective in ensuring very young children feel safe. This places extra stress on staff who are not able to meet the needs of all children because they try to pacify and comfort those who are in distress.

The management team has been working closely with the local authority to improve their provision. They have made positive changes in the environment to make it attractive and welcoming for children. The rooms are bright, clean and the outdoor area has a wide range of activities to engage children's learning in all areas. There also have been improvements in the planning of activities for babies and toddlers. However, the systems used for monitoring the quality of the educational programmes through staff's teaching practice are not fully embedded to ensure all children make good progress. Although some key persons are tracking their children's progress this is not consistent for all children. This presents difficulties in identifying any gaps in children's learning or providing suitable challenges for children who are more able.

Parents receive appropriate information about the nursery provision through the information pack, newsletters and informal discussions. Parents are made aware of the nursery's policies and that they can approach staff to discuss any issues. There is a procedure in place for dealing with any concerns and complaints from parents. The special educational needs coordinator has completed training and understands her role in supporting children and parents through linking with other agencies where children may require extra support. There are suitable partnerships with other early years providers to share information about children's progress. This liaison contributes towards promoting some continuity for children's care and development.

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 no individual who is not been vetted has unsupervised access to children (compulsory part of the Childcare Register)
- ensure written policies are current and provide clear guidance for the procedures to follow for the protection of children (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY473005
Local authority	Southwark
Inspection number	983414
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	17
Name of provider	Strawberry Babybubs Nursery Ltd
Date of previous inspection	07/07/2014
Telephone number	07943239803

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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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