

# Havilah Day Care Nursery

St Andrews Church Hall, 158 Glengall Road, London, SE15 6RS



## Inspection date

4 March 2015

Previous inspection date

9 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The manager does not have a robust overview of children's learning and development. She does not look closely enough to see if children's assessments are accurate or if there are any gaps in learning for individuals or groups of children.
- The quality of teaching is too variable. Staff do not find out what children know and can do already so they can use this information to plan appropriately for children's learning both inside and outdoors.
- The key person system is ineffective. Not all staff know who their key children are or know them well enough to fully support their individual needs.
- Staff do not identify all potential hazards in the environment or take steps to manage risks to ensure children are safe. For example, children get too close to small fan heaters and this goes unnoticed by staff.
- Staff do not always help children to understand why certain behaviour is unacceptable.
- Arrangements for staff's ongoing professional development are not effective. The manager does not monitor the quality of practice closely enough in order to help it improve.

### It has the following strengths

- Children are learning to be independent as they get ready to play outside. Adults show children useful ways of putting on their own coats.
- Staff work in partnership with parents to help children settle at the nursery by finding out about care routines and what children like and dislike. Parents say children bring books home so they can support their child's learning by reading stories together.

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

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

- ensure planning and assessment systems are monitored effectively so that managers have a clear overview of the achievement of individuals and different groups of children
- improve the quality of teaching by making sure all staff undertake regular and accurate assessments of children's progress and then use this information to provide appropriate learning opportunities both inside and outdoors
- ensure that the key person is fully effective and supports children's individual care and learning needs
- make sure that all hazards in the environment are identified and steps are taken to manage and minimise risks to protect children's safety
- ensure that staff's professional development needs are identified and are met through ongoing supervision, support and training, so that the quality of teaching and learning improves.

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

- make sure all staff reinforce positive behaviour and provide children with appropriate explanations as to why some behaviour is not acceptable.

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

- ensure that all necessary measures are taken to minimise any risks to the safety of children (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any risks to the safety of children (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed children's play and learning in the play areas inside, as well as the outside play space.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the owner, who is also the nursery manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documents, evidence of staff suitability and a range of other documentation, including the setting's self evaluation form.

### **Inspector**

Wendy Ratcliff HMI

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

Not all adults have an adequate understanding of the learning and development requirements. They do not regularly check what children know and can do already in order to plan age-appropriate learning opportunities. For example, at the start of the day young children wander around and do not engage in the activities on offer. Babies spend long periods of time sitting with an adult in the preschool room and do not get opportunities to move around or explore a range of resources. Not all adults know when to join in children's play and ask questions to challenge them as they learn. For example, older children concentrate well when they soak newspaper in glue and place around small balloons to make Easter eggs, but adults do not use language well enough to challenge children or introduce new vocabulary. Visual cards are used well so all children get to choose the song they want to sing. Staff, with support from other professionals, are introducing visual signs to help children with additional needs to understand the routine. Not enough children make sufficient progress in their learning or acquire the skills they need to be ready for school.

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

Staff do not ensure children are safe because risks in the environment are not identified. For example, children have daily access to the outside area but the safety surface has lifted and adults encourage children to ride bikes that are too big for them. Children have friendly and caring relationships with adults. Babies enjoy being held close to have their bottle, but younger children are spoon fed when they are able to feed themselves. This is because children are not all assigned a key worker, and adults do not know what children can do already; this, does not support children's confidence and self esteem. Older children learn appropriate hygiene routines as they wash their hands to prepare for lunch. They enjoy healthy meals and develop some independent skills as they pour their own drinks. However, adults do not always talk with children to help them understand the difference between right and wrong.

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

The monitoring of the range of activities and the quality of teaching is not robust. This means practice across the nursery is inconsistent, resulting in some requirements of the Early Years Foundation Stage not being met. New staff receive sufficient information on the nursery's policies as part of their induction and this ensures they are aware of whistle blowing procedures and know what action to take if they had a concern about a child in their care. The manager is in the process of introducing appraisals in order to identify where staff need to improve. A few staff are undertaking further qualifications but this is not having an impact on the quality of teaching. The manager does not have a clear overview of children's progress and recognises that staff need support to assess children's learning accurately but is at an early stage of addressing this.

## Setting details

<b>Unique reference number</b>	EY401787
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1003617
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	49
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Havilah Day Care Nursery UK Limited
<b>Date of previous inspection</b>	9 March 2010
<b>Telephone number</b>	0207 732 9295

Havilah Day Care Nursery first registered in 2009. The nursery is open Monday to Friday from 7.00am to 6.00pm all year round. A before and after school service is provided for children who attend local schools and a holiday play scheme operates during some school holidays. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery supports disabled children and those with special educational needs as well as children who speak English as an additional language. The nursery receives funding for the provision of early education for children aged three and four. The manager and nursery staff all hold a Level 3 qualification.

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