

Storm Family Centre Limited

253 Battersea Park Road, London, SW11 4LF



Inspection date

Previous inspection date

1 May 2015

17 July 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always monitor children's next steps for learning to ensure they are realistic and meaningful to provide precise support.
- Managers have not developed a performance management process to support staff. Therefore, the quality of staff teaching and practice is variable because it is not monitored or evaluated.
- Staff do not always successfully engage with other early years providers that children also attend. This means that they do not always work together to fully promote their learning and provide continuity.
- The management does not make sure the self-evaluation for the nursery is effective enough to target improvements. This does not enable them to continually improve the outcomes for children's learning and well-being.

It has the following strengths

- Management and staff attend relevant training to support their practice, such as child protection courses. This means the team understand the role they play in helping to ensure children are safe from abuse and harm.
- Staff complete the required progress check for children between two- and three-years of age. They provide parents with a short written summary of their children's progress. Staff engage children in play-based experiences, which help to foster a positive attitude towards future learning.
- Key persons effectively support children's emotional well-being. They develop clear partnerships with parents, which mean that children are nurtured and cared for by staff who are sensitive to their needs.

What the setting needs to do to improve further

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

- improve the use of assessments to track and monitor the progress of children in their learning
- develop and implement ways for performance management, to ensure staff receive regular supervisions that provide opportunities to evaluate and monitor practice to support ongoing professional development and improve learning outcomes for children.

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

- strengthen partnerships with other provisions children also attend, increasing opportunities to share details of children's progress and next steps in learning
- improve the self-evaluation of the nursery to ensure priorities for development are effectively identified and improve outcomes for children.

Inspection activities

- The inspector observed activities inside the nursery and outside.
- The inspector spoke to the management team, staff and children throughout the inspection and took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at a sample of records and policies relating to children's learning, welfare, and health and safety.
- The inspector and manager carried out a joint observation of an adult-led activity.

Inspector

Marvet Gayle

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff support children's learning generally well. They follow children's interests and encourage them to play together, supporting their social skills. Staff encourage children to solve problems for themselves. For example, they give children time and space to think and explore their ideas. However, the quality of teaching is variable. Staff plan for each individual child, taking into consideration their starting point but the next steps in learning is not always clear. This means targets to support children's progress are not always realistic and meaningful to fully develop their learning. Staff do not always make strong partnerships with other providers that children also attend. Consequently, staff do not maximise continuity in children's learning. However, there is a strong link with the local school children will attend, which helps to prepare the children for future learning.

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

The environment is safe, welcoming and staff interact well with children, motivating them to explore and play. Staff ensure resources and equipment are readily available and they encourage children to manage their personal care as appropriate. This promotes children's independence sufficiently well. Children enjoy daily outside play in the local park, developing their physical skills. Children learn about good hygiene practices, as they wash their hands ready for a snack. They have fresh fruits and vegetables, and drinking water is always available, promoting children's health and well-being. Staff frequently praise children, which builds their self-esteem and confidence. Staff carry out daily risk assessments which reduce hazards to children's safety. They teach children about playing safely, helping them to understand about keeping safe.

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

Managers have a suitable understanding of the legal requirements. Recruitment and vetting systems are thorough because management carries out suitability checks to ensure staff are continuously suitable to work with children. However, monitoring of the quality of the provision is not fully effective in managing staff performance and driving improvement. Consequently, opportunities for staff to reflect on their strengths or weaknesses in practice are not in place. Therefore, the quality of teaching is not good enough to maximise support for children's learning. Staff complete observations but they do not use them well enough to ensure they precisely measure progress in children's learning. The team has started to reflect on the service they provide. However, it is not yet fully effective to provide sustainable improvement in the learning and development of children.

Setting details

Unique reference number	EY474529
Local authority	Wandsworth
Inspection number	984376
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	28
Name of provider	Storm Family Centre Limited
Date of previous inspection	17 July 2014
Telephone number	02074980311

Storm Family Centre Limited registered in 2014 and is owned by a registered charity. It is situated in Battersea in the London Borough of Wandsworth. The nursery is open each weekday from 8am to 4.30pm, term time only. There is a team of seven staff. Four staff, including the manager, hold qualifications at Level 2 and above. The nursery receives funding for the provision of free early education for children aged two- and three-years-old.

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